

since 1980



St. Nicholas

Assessment

Policy and Procedures
@Pinheiros

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www.stnicholas.com.br



Dear community members,

Our school policies draw from our mission and beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission and meet legal requirements in Brazil. Our policies have been developed through discussions with the community.

St Nicholas Pinheiros is a diverse community. We embrace different identities, neurodiversities, and language backgrounds. Our Assessment Policy requires that we provide the best learning experience for the learner and that we can monitor, document, measure, and report on each unique learning process. By enrolling your child(ren) at St Nicholas, you agree to embrace and promote the diversity of our community.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

This inclusive approach is why we refer to our educators as "lead learners," emphasizing that learning is a shared, lifelong journey aligned with our Principles of Learning and integral to our mission. We view everyone in our community, whether adult or child, as a learner, continually evolving and acquiring new understandings.

We look forward to each learner, adult or young, enjoying a unique learning journey. Thank you, in advance, for reading this policy.

St. Nicholas Leadership Team

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Our Guiding Principles

St Nicholas' mission

In a caring, innovative and inspirational environment, we nurture our learners with values, skills and knowledge, enabling each of them to succeed and transform the world.

St Nicholas. Preparing Each child for their own success.

Our values

Respect, Commitment, Integrity, Belonging International Mindedness



Principles of Learning most relevant to Assessment



IB mission statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International mindedness¹

Cultural diversity is integral to St Nicholas and IB. We are shaped by local and global culture. All members of the community are individually valued and respected and, by sharing our unique perspectives, we grow individually and as a community, therefore fostering international-mindedness in our learning spaces and promoting individual and collective growth, inclusion, tolerance and respect.

IB Learner Profile

The Learner Profile attributes represent global citizens who consider how they can apply their learning to positively impact themselves, others and the world. Reflection is key to learning. Every member of the community is committed to embodying these attributes on a daily basis.

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

Assessment Principles

At St. Nicholas, assessment is done with learners, not to them. Assessment is owned by learners and promotes intrinsic motivation. Assessment informs future learning.

Assessment Philosophy

We believe that all can learn, that we are constantly growing and learning, and that the primary purposes of assessment are to inform learning and teaching and to promote reflection, lifelong learning, growth and help learners to identify:

- Where they are
- Where they want/need to get to
- The next achievable steps towards where they want/need to get to

¹<https://www.whitbyschool.org/passionforlearning/cultural-diversity-international-mindedness-integral-in-ib-schools>

Aims of the Assessment Policy

At St.Nicholas, we believe that assessment should:

- Help learners identify how they best learn
- Enable learners to analyse their learning, identify their interests and passions and set targets for future growth
- Provide learners with agency over what, how and when they are assessed
- Promote reflection about learning and progress
- Be an integral part of the learning process and provide learners and lead learners with the information they need to make changes and act
- Provide diagnostic, formative and summative feedback on the learning process to facilitate continuous growth, enabling all learners to articulate their learning; growth, strengths, areas in need of development and next steps
- Be a result of the lead learners' continuous observation and reflection of each individual learner
- Be differentiated: learners' previous experiences, understandings, abilities (skills), interests, and cultural and linguistic profiles influence their learning and, where possible, assessments should respect this diversity
- Focus on the process and outcome of inquiry
- Be transparent and, where appropriate, provide all stakeholders with clear criteria for producing a quality outcome or performance
- Be the result of collaboration between lead learners and learners, among lead learners and, where appropriate, between lead learners and families
- Inform future planning, teaching & learning and evaluate the effectiveness of the curriculum

What do we Assess?

- Prior knowledge and skills, and how they are able to apply them
- The learning process and individual progress and growth over time
- Conceptual understandings
- Learners' inquiry over time
- Knowledge gained
- Demonstration and development of ATLs and attributes of the IB Learner Profile
- Decisions to take action, seen through participation, advocacy, social justice, social entrepreneurship and lifestyle choices as well as thinking, doing, saying and feeling differently as the outcome of learning
- Learner performance and growth across the curriculum
- Application and transfer of new understandings and skills
- How learners tackle learning (interest, engagement, effort, resilience, independence, collaboration).

How and When Do We Assess?

*“There are no year-level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate.”
(Griffin 2009)*

Effective assessment is a continuous process of monitoring learning and involves a combination of the learners, lead learners, and families providing feedback. This feedback enables learners to continue to make progress in ways that are meaningful for the individual. Standardized, external assessments are also used when and where appropriate.

There are three main categories that the above assessments can fall under:

1. **Assessment for learning**

1.a Pre/diagnostic assessment data; assessments that take place before a unit or sequence of learning and assess what the learner already knows, demonstrates and can do

1.b Formative assessment; assessments that take place throughout the learning, which are ongoing to monitor and provide regular feedback on the learner’s progress and the effectiveness of the Design for Learning (planning, learning and teaching)

2. **Assessment of learning - Summative assessment;** assessments that take place at the culmination of a unit or sequence of learning and provide opportunities for learners to demonstrate what has been learned and for lead learners to assess how effective the learning and teaching were.

In Secondary School, when more than one lead learner teaches the same course, they will engage in regular internal standardisation practices to ensure consistent and fair assessment across the school community.

Each head of faculty will promote collaborative meetings among lead learners to:

- a) Review, calibrate and develop a common understanding of assessment criteria pertinent to the subject to facilitate standardisation.
- b) Share and analyse samples of learners’ work, grade boundaries and available markschemes to reach a fair and consistent assessment.
- c) Discuss and address any discrepancies or variations in assessment practices.

3. **Assessment as learning;** assessments that support learners in reflecting on their growth and becoming assessment capable.

Strategies and Tools for Monitoring and Measuring Learning

The following range of strategies and tools are viewed as central to monitoring and measuring learning at St.Nicholas and can form part of self, peer or adult assessments;

Strategies:

- Observations; general and more focussed observations of individual, group or whole group learning
- Process assessments; frequent and regular observations of the learning process over time, often focussing on skills, learner profile and approaches to learning, and action
- Self-reflection; learners are continually engaged in assessing and analysing how they think and learn, developing higher-order thinking skills and conceptual understanding. Process journals and portfolios are valuable strategies to develop self-reflection and self-assessment.
- Co-constructing learning goals and success criteria; lead learners and learners set and reset learning goals to help identify where they are and the next steps
- Open-ended tasks; problem-solving tasks designed to stimulate varied and original responses, often summative and focusing on the demonstration and application of knowledge, conceptual understanding, skills and attitudes
- Selected responses; Tests/quizzes - single occasion assessments often focussing on the application of knowledge and conceptual understandings
- Outcome assessments; focussed goal, directed tasks with clearly established success criteria for assessment often focussing on the application of skills
- Performance; tasks that enable learners to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in and across subjects. Examples include a composition, a research report, a presentation or a proposed solution.

Tools:

- Rubrics; clear descriptors of established criteria which the assessor can use for rating learners in all areas. Can be developed by lead learners or in collaboration with learners where appropriate.
- Checklist; systematic record of observation in the format of lists of information, data, attributes or elements (selected by lead learners and learners) that should be present in successful learning outcomes
- Continuums; a visual representation of the progression in successful learning which can identify where a learner is at a given point and also track progress over time
- Records; video and audio recordings, quotes and notes based on the observation of learners. These notes are based on the set criteria and should be systematically and collaboratively compiled and organised by all lead learners in the group
- Exemplars/Benchmarks; authentic samples of learners' work, selected by lead learners and learners that reflect concrete standards of achievement

- Standardised and external assessments; are used where appropriate to gain as much information as possible about; the learner, progress over time and about the successfulness of the curriculum in areas defined by the test.

Strategies and Tools for Documenting Learning

How is learner growth monitored and documented in the Early Years?

Lead learners observe early learners' engagement in the learning spaces carefully and record how they respond to invitations set up in the areas by note-taking, taking photographs and making short videos. In this way, they can later analyse how children interacted with materials and what they created, with the aim of understanding the wonders and concepts experienced by each child and groups of learners.

When the collaborative team gathers to check the learning records, they are able to discuss what the experience was for the children and to design how to continue provoking their investigations and how to relaunch the engagements. This documentation is put together in the format of a learning story that can be shared with the community to inform the learner's journey and the learning and teaching in the Early Years.

How is learner growth documented in Primary?

Lead learners and learners use a range of assessment strategies and tools to record learner growth throughout the learning journey, Units of Inquiry, including pre/diagnostic and formative assessments. Evidence of key individual learning of the Essential Elements is recorded on an electronic portfolio, Seesaw, which demonstrates growth over time. Evidence is collected in many ways, including rubrics, checklists, continuums, outcomes, examples of work, photographs, videos, lead learners' notes. Evidence of individual learning and reflections are recorded on Seesaw.

Exemplars of learning, self, peer and lead learner assessments are recorded on the Design for Learning (PYP bubble planner) to provide a record of learning overtime for measuring, analysis and lead learner moderation.

Secondary School Educational Continuum at St Nicholas Pinheiros

In compliance with Brazilian law, St. Nicholas Pinheiros has expanded its secondary school program, systemically incorporating an additional year starting in 2020. This progressive approach has led to a temporal gap in the continuity of grades. For example, in 2020, Grade 6 initiated secondary school, and Grade 7 was not present. Subsequently, in the following year, both Grades 6 and 7 were included, omitting Grade 8. This pattern will persist until all grades from 6 to 12 are established by 2029.

Amidst this dynamic evolution, St. Nicholas Pinheiros has embarked on the phased implementation of the IB Middle Years Programme (MYP) from the academic year 2023-2024, phasing out IGCSE. The comprehensive adoption of MYP across grades 6 to 10 is expected to conclude by the end of the academic year 2026-2027, culminating in the graduation of the first cohort from Grade 10.

During this transitional phase, some secondary school year groups will still adhere to the IGCSE curriculum rather than transitioning to the MYP. Grades 11 and 12 will continue their educational journey with the IB Diploma Programme (IBDP), as they currently do.

Table 1 below illustrates the planned progression of MYP implementation and the coexisting IGCSE and IBDP. It also shows which year group will be missing in the respective academic years due to the expansion of the secondary school programme.

Table 1: Planned progression of MYP implementation at St Nicholas Pinheiros

Academic Year	Grades in MYP	Grades in IGCSE	Grades in IBDP
2023-2024	6 and 7	8 and 9	11 and 12
2024-2025	6, 7 and 8	9 (no grade 10)	11 and 12
2025-2026	6, 7, 8 and 9	10	(no grade 11), 12
2026-2027	6, 7, 8, 9 and 10	-	11 (no grade 12)
2027-2028	6, 7, 8, 9 and 10	-	11 and 12

When needed, explicit distinctions will be made in this policy to elucidate differences in assessment procedures during IGCSE, MYP, and DP years; otherwise, a general sentence will apply to all grades in secondary school. For detailed insights into the Secondary School Grading systems, kindly refer to the appendix in this assessment policy.

How is learner growth documented in Secondary?

Student growth is recorded in Secondary through a variety of methods. In grades 6-12 achievement and effort grades are recorded internally within departments and on our Managebac system. Evidence is collected using criterion-based rubrics, peer assessment, homework tasks, and a range of formative and summative assessment techniques.

Strategies and Tools for Reporting Learning

How is learner growth reported in the Early Years and Primary?

- Written progress reports in December and June focus on reporting learning, including lead learners, parents and learners' reflections, published for parents digitally and sent by email.
- Learner's self-assessments are shared with parents through their e-portfolio.
- Individually, learners from KG1 to Grade 5 reflect on their learning and this is documented in their report
- Parent-lead learner conferences from Early Years in October and March provide an opportunity for parents to meet with lead learners
- Parent-lead learner conferences from G1-G5 in October and March provide an opportunity for parents to meet with all lead learners, and learners are invited to participate in parent-lead learner-young learner conferences.
- Shared learning experiences where parents are invited to take part in experiences, involving evidence of learners' investigations
- Learner-led conferences
- The PYP Exhibition (G5)
- Regular communication with parents regarding learner progress via Seesaw, IsCool, meetings, emails, and phone calls.

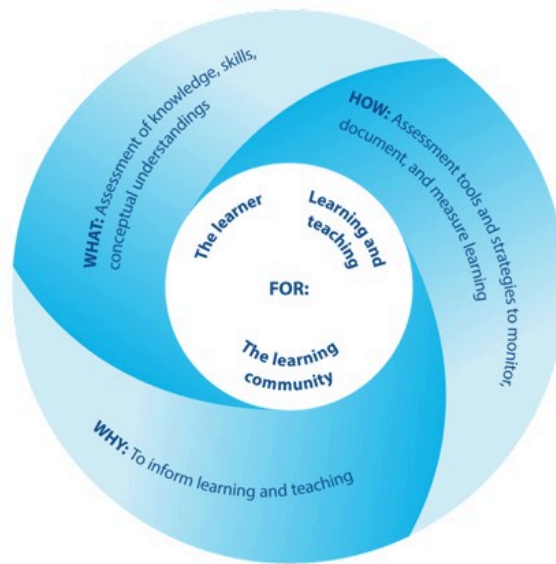
How is learner growth reported in Secondary?

- Written progress reports focus on reporting learning. Grades for effort and achievement are shared. Progress reports are published for parents on Managebac and sent by email. The Appendix at the end of this policy shows more details on the content and frequency of reporting and grading system.
- Parent-lead learner conferences provide an opportunity for parents to meet with all lead learners, and learners are invited to participate in parent-lead learner-young learner conferences.
- The Celebration of Learning at the end of the academic year provides an opportunity for learners to showcase their learning in specific areas with their families.
- Mock exams' results for IGCSEs (during the transition phase towards full implementation of the MYP) and IB Diploma are shared with learners and families. Mocks for the MYP e-assessments for MYP will also be shared with learners and families.

Rights, roles and responsibilities

As an IB school, our assessment policy and practices are informed by programme documentation and local requirements. Lead learners use a variety of assessment methods and resources to best support each learner’s unique development and to monitor, document, measure and report on learning. Our assessment informs learning and teaching, identifying what each learner is capable of, has mastered and what their next steps are. It is also used to inform the community of the learning and the success of the programmes.

Figure AS01
 Integrating assessment



Assessment, *From Principles into Practice*, 2019

Learners

Assessment should consider the nature of the learner, their linguistic profile, previous experience, passions and interests.

Rights

Learners have the right to:

- Individualised, respectful and fair assessment.
- know and understand what they have been assessed on and why, accessing transparent criteria and expectations

- receive regular and meaningful feedback on their progress and feedforward regarding their learning and next steps
- be engaged in meaningful and timely dialogue regarding their learning with lead learners and families
- Own their assessment process and be actively involved in setting goals and targets
- Identify their preferred learning styles and strategies for self-assessment and reflection
- Have their privacy and confidentiality protected regarding their assessment data.

Roles & Responsibilities

Learners will be supported in becoming self-assessment capable and therefore:

- should participate in reflections with their lead learners regarding the design of their learning, success criteria and assessment
- have got a responsibility to act on feed-forward that results from self, peer, lead learner and parent feedback
- have the responsibility to act with academic integrity.

Lead Learners

Lead learners have access to a broad range of materials and resources to support them in designing and promoting learning and the next steps for the learners. They rely on the support of pedagogical leadership and their collaborative teams to reflect on learners, learning and teaching and define the next steps.

Rights

Lead learners have the right to:

- curate materials and resources to best support learning and assessment.
- pass-on information and documentation that informs previous learning from the learners.
- collaborate with other lead learners and share different perspectives about learners' progress.

Roles & Responsibilities

Lead learners should:

- facilitate an inclusive and supportive assessment environment.
- participate in reflections with learners regarding the design of their learning, success criteria and assessment
- feed-forward and engage learners in self-reflection and goal-setting regarding their learning
- provide timely and constructive feedback for feedforward to learners
- monitor, document, measure and report learning, and use that to communicate with learners, their families and colleagues
- continuously monitor and measure learning to inform future learning and teaching.

- differentiate assessment practices according to the individual learner.
- ensure transparency and clarity in assessment criteria and expectations
- promote academic integrity
- support and document the child's learning through a portfolio (Seesaw app, mini story and/or Google sites/Manageabac)
- maintain accurate and secure records of learner assessments
- regularly reflect on and improve their own assessment practices.

Pedagogical Leadership Team

The pedagogical leadership team has a key role in reflecting on the effectiveness of the assessment resources at hand and informing the community of the success of the programmes.

Roles and responsibilities

Pedagogical leaders should:

- Promote workshops to the community to share our philosophy and ways of assessment taking place at school
- Ensure ongoing professional development and learning opportunities for lead learners regarding assessment philosophies and practice
- Promote events where families can be informed of the learning process of their child (Learner-Led and Parent-Lead Learner Conferences, Celebration of Learning, Shared Learning Experiences, PYP Exhibition, MYP Personal Project Exhibition)
- Be available to talk to the community about the success of the programmes, and the learning and teaching (coffee mornings, workshops for the community, webinars)

Learning Community

The community should be informed of our Assessment philosophy and agree with our principles and approaches. For that, they must be supported and equipped with tools and knowledge to be able to take an active role, as a family, to reflect on the learning journey of their child(ren).

Rights

The learning community has the right to

- access the policy outlining the school's approach to how learning is monitored, documented, measured and reported: Iscool App and the school's website
- be informed of the success of the learning and teaching, and the programmes.

Families have the right to

- receive clear and timely communication of their child's learning and next steps (Newsletters, Inquirers and Programme of Inquiry)
- advocate for their child's individual needs and learning preferences

Roles & Responsibilities

Families are expected to

- support the learner's journey by reflecting and participating in their learning experiences such as exhibits of children's learning and growth, shared learning experiences, presentations, assemblies, learner-led conferences and lead learner-parent conferences
- provide input and feedback on their child's assessment process
- be involved in getting information and participating actively in Coffee Mornings, Workshops for the community, and Webinars.

Catching up in studies - “Recuperação”

Catching up in studies is recognized as an essential right for all learners, irrespective of their mastery level of basic concepts. This approach is integral to the educational journey, ensuring that learning gaps or difficulties are addressed promptly and effectively, in tandem with the ongoing teaching and learning cycle.

To support this, catching up must be thoughtfully planned and organized, employing a variety of meaningful activities that engage learners through diverse didactic-methodological procedures. This includes a commitment to continuous and diagnostic assessment to identify and address learning needs swiftly.

The catching-up process is characterized by its simultaneous and ongoing nature, utilizing a wide array of activities and resources in parallel with standard instruction. This ensures a dynamic and responsive learning environment where every learner has the opportunity to succeed and advance their understanding of foundational knowledge.

Promotion to the next Year Level - “Promoção”

Promotion criteria presuppose an assessment of:

- The degree of maturity demonstrated by the learner and their consequent progress alongside their peers;
- Their output and learning in relation to each subject of their grade;
- Attendance;
- Participation in the pedagogical process.

For the first three years of Primary School, provided there's a minimum mandatory attendance of 75% of the total annual instructional hours, these years will be considered as a pedagogical block or a sequential cycle not subject to interruption, aimed at expanding all learners' opportunities for systematization and deepening of basic learnings, essential for the continuation of studies.

For the remainder of the years in Primary and Secondary School, the assessment of academic performance will be based on achievement, considering all content taught in the year.

A learner will be considered for promotion to the next grade if they have 75% attendance of the total instructional hours and:

- Obtain the concept "Developing" or a Final Grade of 4 (four) or higher in all subjects, or
- Obtain the concept "Developing" or a Final Grade of 4 (four) or higher in the subjects of Portuguese, English, and Mathematics, and a grade lower than 4 (four) in, at most, two other subjects.

A learner who does not meet the minimum 75% attendance requirement and has their absences duly justified by parents or guardians quarterly will have activities aimed at compensating for absences during the school year, at times not coinciding with regular class hours and under the supervision of the class or subject lead learner.

A learner who, even after participating in support activities and continuous and parallel catching-up (“Recuperação”) throughout the school year, presents a Final Grade lower than 4 (four) in up to 2 subjects, one of them being Portuguese, English, or Mathematics, will have their results submitted to the Academic Review Board (“Conselho de Classe”) for deliberation on their promotion.

The Academic Review Board will consider the learner's overall development and, based on the results presented throughout the school year, including in catching-up activities (Recuperação), may decide on classification for promotion to the subsequent grade, with an indication of complementary reinforcement/recovery studies in the respective year.

Academic Review Board - “Conselho de Classe”

The Academic Review Board shall be composed of the The Brazilian Head of School, the Head of School, The Head of Section, the Tutors, and the Lead Learners.

The responsibilities of the Academic Review Board are:

- To plan and replan, analyse, and evaluate the progress of the teaching-learning process;
- To recommend studies and special learning programs, monitoring and recovery, adaptation of studies, and compensation for absences;
- To analyse the overall development of the learner for the purpose of advising on the final evaluation, continuation or not of studies;
- To analyze and discuss with peers any appeals against the final evaluation, forming a conviction and endorsing them.

The Academic Review Board shall meet regularly as defined in the School Plan, in addition to necessarily meeting at the end of the academic period and after the completion of recovery processes, with the last two meetings to deliberate on the continuation of studies for learners with academic performance below expectations. The Academic Review Board may also meet extraordinarily at any time.

Links to other policies

[Academic Integrity Policy](#)

[Inclusion Policy](#)

[Language Policy](#)



Cycle of review

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2026, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators
- Lead learners
- Parent representative
- Learner representative



Bibliography

Learning and Teaching - IB Resources

The Learner - <https://resources.ibo.org/data/the-learner.pdf>

The early years in the PYP - <https://resources.ibo.org.pdf>

MYP from Principles into Practice- https://resources.ibo.org/data/m_0_mypxx_guu_1405_10_e.pdf

Cultural Diversity and International Mindedness Integral in IB Schools



Appendix - Secondary Grading System

Lead learners for Grades 6, 7, 8, 9, and 11 will formally report on their learners' progress on five separate occasions during the academic year. This includes three written progress reports published on ManageBac and two parent-lead learner consultation meetings. At the end of the academic year, a grade history for each student is calculated by the system and made available on ManageBac.

For Grades 10 and 12, lead learners will follow the same reporting procedure as outlined for the aforementioned grades, with one notable exception: learners in Grade 10 and 12 will not receive a third progress report. This is due to their revision study period and leave starting in April, in preparation for their respective exams - IGCSE exams (Grade 10 during the transition phase until full MYP implementation is completed), MYP e-assessments (Grade 10, after full MYP implementation), and IBDP exams (Grade 12).

The schedule for the publication of progress reports and parent-teacher conferences is depicted in Table 2 below.

Table 2: schedule for progress reports publication and parent-lead learner conferences

Round 1 - Progress Report (G6 to 12)	Term 1 - October
Parents' Consultation Meeting (G6 to G12)	Term 1 - November
Round 2 - Progress Report (G6 to G12)	Term 2 - March
Parents' Consultation Meeting (G6 to G12)	Term 2 - March
Round 3 - Progress Report (G6, G7, G8, G9 and G11)	Term 2 - June
Grade History (G6 to 12)	Term 2 - June

Parent's Consultation Meetings with Lead Learners

During Parent's Consultation Meetings, classes are suspended for the day to prioritize a focused and comprehensive dialogue between lead learners, learners, and their parents. The core

objective of these meetings is to place the learner at the center of the conversation, empowering them with ownership of their learning journey. This setting provides a valuable opportunity for learners to exercise agency, discussing their academic progress, addressing concerns, and collaboratively setting future goals with their parents and lead learners. Ensuring that learners attend these meetings with their parents is crucial for fostering a shared understanding and encouraging active participation in their educational development. Appointments for these pivotal meetings can be seamlessly arranged through an electronic booking system, facilitating convenient scheduling for all involved parties.

Progress Reports

Lead learners are tasked with entering grades and comments into Managebac. The ICT department ensures the system's smooth operation to facilitate this process.

When assigning effort grades, the following criteria should be considered:

- Attendance and punctuality
- Behaviour, concentration and focus
- Motivation and commitment
- Homework record
- Approaches to learning
- Participation in lessons
- Overall attitude to work

The following table (Table 3) outlines the effort grades along with their respective descriptors:

Table 3: Effort Grades and Descriptors

Effort Grades	Descriptors
E	Excellent
VG	Very Good
G	Good
ND	Needs Development
U	Unsatisfactory

Achievement Grades for year groups taking the IGCSE (during the transition phase towards MYP full implementation) and for IBDP (Grades 11 and 12)

The assignment of grades and concepts will be the result of applying various techniques and assessment tools, and it is prohibited to subject the student to a single opportunity and a single assessment instrument. Table 4 shows achievement grades and their respective descriptors.

Table 4: Achievement Grades and Descriptors

Achievement grades	Descriptors
7	The learner demonstrated excellent achievement in the assessed knowledge
6	The learner demonstrated very good achievement in the assessed knowledge
5	The learner demonstrated good achievement in the assessed knowledge
4*	The learner demonstrated satisfactory achievement in the assessed knowledge
3	The learner demonstrated weak achievement in the assessed knowledge
2	The learner demonstrated very weak achievement in the assessed knowledge
1	The learner demonstrated insufficient achievement in the assessed knowledge
* From Grade 6 onward, this is the minimum grade for passing the year	

Assessment, Achievement Levels and Grades for year groups taking the MYP (full implementation expected by 2027)

Assessment in the middle school is neither norm-referenced, nor criterion-referenced, but instead, it is 'criterion-related', whereby learner assessment is guided by established criteria laid out by the IB. Lead learners will then use the criteria to determine the learners' achievement levels in conjunction with standards set by each faculty as to what constitutes evidence of learning that fits into each criteria level. The levels for the four criteria within each subject group are aligned with numerical levels on a scale of 1 to 8 that are in turn divided into four bands (see example in Table 5 below). The number 0 should be awarded to evidence of learning that does not meet the description for the quality of learning described in levels 1 or 2. A full list of the criteria for each subject group can be found in Table 6 below.

Table 5: Sample criteria and achievement levels as laid out by the IB

Year Group: Grade 6 (MYP 1)	Subject: Science
Criterion A: Knowing and Understanding	
Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problem set in familiar situations iii. apply information to make judgments, with limited success.
3-4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problem set in familiar situations iii. apply information to make judgments.
5-6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.
7-8	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.

Table 6: Assessment criteria and highest attainment value per subject group

Middle school subject group	Criteria in each subject	Highest attainment value of each criterion
Language and Literature	A Analysing B Organising C Producing text D Using language	8
Language acquisition	A Listening B Reading C Speaking D Writing	8
Mathematics	A Knowing and understanding B Investigating patterns C Communicating D Applying mathematics in real-life contexts	8
Sciences	A Knowing and understanding B Inquiring and designing C Processing and evaluating D Reflecting on the impacts of science	8
Individuals and societies	A Knowing and understanding B Investigating C Communicating D Thinking critically	8
Design	A Inquiring and analysing B Developing ideas C Creating the solution D Evaluating	8
Arts	A Investigating B Developing C Creating/Performing D Evaluating	8
Physical and health education	A Knowing and understanding B Planning for performance C Applying and performing D Reflecting and improving performance	8
<p>Each criterion contains a number of objectives and strands of assessment. All assessment guidelines will outline the details of the criterion being assessed.</p>		

Once each criterion in the subject group has been awarded a level out of 8, the final achievement grade for the subject group at that point is determined by adding up all four levels for each criterion, and that number is then converted to a scale of 1 to 7 (see Table 7 below).

Table 7: Conversion table for final achievement levels per subject group

Final subject grad	1	2	3	4*	5	6	7
Grade boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32
* At St Nicholas, this is the minimum grade for passing							

Further information on the assessment process that leads to the determination of a final achievement level for each criterion can be found in the next section.

Designing a middle school assessment

All assessment tasks, be they formative or summative, should be designed with the following principles in mind. They reflect both the standards laid out by the IB, as well as the values of the school with regard to the purpose and value of assessments.

When designing middle school assessments, lead learners should always aim to ensure that tasks:

- Address one or more middle school criteria or strands
- Are adaptable to a variety of learning needs and abilities
- Involve a range of critical and creative thinking skills, and address the development of ATLs
- Provide an opportunity to develop the transfer of skills, interdisciplinary learning, and application of knowledge and skills in different contexts
- Include clear and consistent use of command terms
- Be adaptable to learners with identified learning needs
- Provide checkpoints for learner reflection
- Provide opportunities for group work, communication with lead learners, and peer feedback as far as possible
- Allow for timely and constructive feedback on performance
- Deliver a healthy balance between ongoing formative assessments and more conclusive summative assessments

Standardisation

As part of the school's commitment to ensuring fair and objective assessment that is in line with expected outcomes as defined by the school, lead learners work towards standardisation of their assessments by collaborating with lead learners within their subject group or through the planning of their interdisciplinary units. When lead learners are the only lead learner teaching a

particular subject, they may choose to work with the MYP coordinator, or similar subject groups may join their efforts to implement standardisation, especially in cases where both subject groups may only have a single lead learner.

The ways in which lead learners achieve standardisation are many and varied, including:

- Moderation of task sheets
- Comparative judgement of sample tasks to determine standards for each achievement level
- Definition of success criteria
- Comparison of marked assessments before a final grade is awarded

Lead learners are also encouraged to engage in sharing and discussion practices with practitioners in other schools or institutions through online platforms, social media, webinars, or other means of collaboration and/or discussion.

Types of assessment

Formative assessments

Over the course of each unit, the lead learners are expected to carry out a range of formative assessments. These serve to provide a holistic picture of the progress of the learners as they move forward with their learning and provide constructive suggestions for the next steps in assessments. They can also provide important points of reflection for learners, where they reflect on their own progress, articulate their concerns or challenges, or provide feedback for peers. Lastly, formative assessments can provide important feedback for lead learners that may guide the design of a summative assessment task, as well as improvements to instruction or unit design. These assessments should be designed to address different strands of the four criteria for each subject group, but they can also serve as occasions where the development of ATL skills is evaluated.

Examples of formative assessments may include (but are not limited to):

- Process journals
- Mock performances
- Research projects based on a stimulus
- Questionnaires/reflection sheets
- Mind maps/brainstorming visuals
- Problem-solving processes
- Socratic seminars

Formative assessments may be evaluated against IB criteria to give learners as accurate a representation of their current level as possible, but evaluation may also come in the form of narrative paragraphs, verbal feedback, or discussions with learners. All written feedback and assessments should be recorded on Managebac, and dates and topics of feedback discussions

should be documented as well. Student reflections on formative assessments should be recorded and stored electronically so as to support learner autonomy and a heightened understanding of the learning processes for each individual learner.

Summative assessments

Summative assessments should be carried out at the end of each unit, and aim to comprehensively evaluate the learner's learning against the established IB criteria for each subject. While all forms of assessment are essentially formative in that they help inform a learner about what they know or can do, summative assessments are a snapshot of learning towards the end of a learning period in a work unit and contribute to the final achievement levels in each subject. They must always relate to the statement of inquiry for the unit, and they must be varied in nature and scope so as to develop a clear picture of the learner's learning and refinement of skills.

Examples of summative assessments include (but are not limited to):

- Tests/exams
- Essays
- Laboratory plans and investigation/research
- Data analysis tasks
- Oral, written and visual presentations/tasks
- Individual and group projects
- Performances of understanding

Lead learners should record evidence of learning and data on performance as well as feedback on the learners' progress towards reaching the objectives of the task, but a final achievement level in the form of a numerical value on a scale of 0 to 8 should be given according to the subject group criteria. The awarding of grades for summative assignments should align with the publication of reports (see above), and the overall 1-7 final grade in each subject at the end of the academic year should represent a calculation based on at least two summative tasks for each assessment criteria. All summative assessments should be recorded on Managebac together with the grade and the feedback given after submission.

External: Personal Project, ePortfolios and eAssessment

The Personal Project is an independent learner project that is developed by each individual learner with the support and guidance of a lead learner supervisor, and its aim is to be a reflection of the learner's ability to conceive of, manage and direct their own inquiry. It is internally assessed by each learner's lead learner supervisor before it is submitted for moderation with the MYP coordinator and the Personal Project Coordination Team before it is submitted to the IB for external moderation.

Learners are introduced to the Personal Project towards the end of MYP 4/Grade 9, and they will have completed and submitted a final version of their project towards the end of February in their last year of middle school (MYP 5/Grade 10). The stages of development of their project represent

a culmination of the skills and knowledge they have acquired over the course of their middle school experience, and their work requires them to put into practice the attributes the school has aimed to help them develop into assessment capable and autonomous learner, including:

- Determining their own lines of inquiry and project focus
- Developing a structured plan with long and short-term goals, as well as specific deadlines
- Create their own proposals and success criteria for their project
- Keep detailed records of the development of their project and their research
- Initiate communication with their lead learner mentor and/or the middle school coordinator

The eAssessments and ePortfolios are optional externally marked or moderated assessments available to all students in Grade 10. They are administered and marked by the IBO, following specific criteria and guidelines laid out in the Middle Years Programme - From Principles Into Practice Guide, and all students in Grade 10 are given the opportunity to register for the eAssessments and/or the ePortfolio where applicable. Learners requiring accommodations for the assessments will receive personalised learning support both during the externally delivered assessments as well as mock and internal assessments.