



**CARROLLWOOD
DAY SCHOOL**
Education with Character

Carrollwood Day School **IB Assessment Policy- Reviewed 7/2025**

The Carrollwood Day School Assessment policy aims to create a structure for the community throughout the PYP, MYP, and DP. Teachers and administrators have developed this policy to provide consistency in philosophy, principles and practices of assessment. The policy is reviewed on a yearly basis by stakeholders.

Philosophy of assessment:

- Supports, informs, and encourages effective teaching and student learning.
- Reflects intercultural dimensions of the programmes.
- Determines the learners' levels of understanding, using both formative and summative assessment.
- Must meet the needs of students at particular ages and stages of development, using the Universal Design Learning approach.

Principles of assessment:

- Assessment is key to planning, teaching, and learning.
- Practices are clear to all members of the community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- CDS defines formative assessment as any tool used to provide feedback in a low-stakes way to students and parents to inform and encourage progress toward learning goals. Teachers continually assess students formatively each day in class. Often students receive feedback on their performance but not necessarily a "grade."
- CDS defines summative assessment as an evaluation of student learning at the end of an educational experience. By their nature, these assessments are graded using IB's established standard or criteria.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

Practices:

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Teachers constantly assess students through formative and summative means.
- Teachers will report on student progress through grades on report cards (at the end of each semester), parent-teacher conferences or other communication, student-led conferences (only PYP), and anecdotal records.
- Given its usefulness as a tool to support learning, teachers may allow students to take advantage of certain Artificial Intelligence functions such as idea generation, source suggestions, or revision feedback for example. See [AI guidance document for students](#).

Primary Years Programme

The Primary Years Programme classes base their assessment on the PYP elements of Knowledge, Concepts, and Skills.

Assessment is afforded through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills. A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, explorations, class discussions, group and individual oral presentations, multimedia presentations, performances, problem-solving teams, experimental investigations, response journals, and reflection logs. Ongoing class discussions and 1:1 conferences take place throughout the year. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts.

An accurate measure of the student's true achievement is continuously sought to inform teaching and learning. Differentiation occurs when it is necessary for students to demonstrate their understanding. Formative assessments are varied to foster critical and creative thinking. Emphasis is placed on inquiry-based learning.

Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme. Parent/teacher conferences are scheduled three times a year. During these conferences, student development and achievement levels are discussed.

- Teachers will assess the many ways students use their experiences through monitoring, documenting, measuring, and reporting assessments—all aiming to provide evidence to inform learning and teaching.

- Observations, rubrics, exemplars, anecdotal records, checklists, continuums, photographs, videos, and student portfolios will be used to record students' responses and performances as a means of authentic assessment.
- **Digital Portfolio requirements:** Our school philosophy is constructed around the understanding that the portfolios are utilized to show growth over time for students, teachers, and parents. The main stakeholders are our students. Therefore, the portfolio consists mostly of student choices with reflections. The following is required to be uploaded into the portfolio for all students: one piece of work from the six units of inquiry at the discretion of the student, one writing and one math sample at the discretion of the teacher, along with one sample from Spanish, art, music, computer, science/Maker Lab music and physical education. Toddler, PreK 3, and PreK 4 will include a sample from the four units of inquiry.
- Pre-assessments will assess students' prior knowledge of the unit being studied. Teachers will accommodate students' knowledge by modifying or accelerating content according to the results.
- Formative assessments will assess students' understanding of the learning goals and will drive the content of future lessons.
- Summative assessments will assess the conceptual understandings within central ideas.
- Student self-assessments will reflect their development of an understanding of the units of inquiry, including the central idea, lines of inquiry, and learner profile. Students will focus on approaches to learning skill development and goal setting. Early years' student assessment relies more on oral and visual communication than written communication.
- Peer assessment will assess students' learning process, understanding of concepts, and reflection on the development of the learner profile and approaches to learning.
- **Specific Assessment examples include:**
 - Measures of Academic Progress (MAP) testing First-5th grade
 - High Scope Assessments- Toddlers, Pre-Kindergarten 3, Pre-Kindergarten 4
 - Developmental Reading Assessment (DRA3) Kindergarten-5th Grade
 - Reading A to Z Running Records for Progress Monitoring
 - Variety of web-based assessments- IXL Diagnostic, Reflex

- Math, Lexia
- Being a Reader and Being a Writer Assessments
- Dimensions Math Assessments

Rights and Responsibilities

Administrators

Rights:

- To receive accurate, consistent assessment data to inform school-wide decision-making.
- To ensure assessment practices align with the IB PYP standards and school philosophy.
- To access reports and portfolios to monitor student progress and program effectiveness.

Responsibilities:

- To provide resources, professional development, and time for teachers to design, implement, and reflect on assessments.
- To oversee and support the consistent implementation of assessment policies across all grade levels.
- To ensure that assessment practices remain equitable, inquiry-driven, and in line with IB expectations.
- To communicate assessment policies clearly to all stakeholders.

Teachers

Rights:

- To access training and resources to effectively design and implement PYP-aligned assessments.
- To receive support from administration in implementing differentiated assessment strategies.
- To collaborate with colleagues in the development and moderation of assessments.

Responsibilities:

- To design and use a range of formative and summative assessments that align with the PYP elements (knowledge, concepts, skills, learner profile,

- and approaches to learning).
- To provide timely, meaningful feedback to students to support growth and reflection.
 - To document and report student progress accurately using portfolios, anecdotal records, and other assessment tools.
 - To involve students in self-assessment and goal setting as part of the learning process.
 - To communicate assessment criteria, expectations, and results clearly to students and parents.

Students

Rights:

- To be assessed using fair, transparent, and varied assessment methods that honor their learning styles and needs.
- To understand how they are being assessed and what success looks like.
- To receive constructive feedback that helps them improve and take ownership of their learning.

Responsibilities:

- To actively participate in formative, summative, self, and peer assessments.
- To reflect on feedback and set personal learning goals.
- To maintain and curate their digital portfolio with meaningful work and reflections.
- To demonstrate the learner profile attributes and approaches to learning in assessment tasks.

Parents

Rights:

- To receive clear and timely information about their child's progress and assessment results.
- To understand the assessment practices and philosophy of the PYP.
- To have opportunities to discuss their child's learning during scheduled conferences and as needed.

Responsibilities:

- To support their child's learning and encourage reflection on assessments at home.
- To engage in open communication with teachers about their child's progress.
- To value the role of assessments in informing teaching and learning, not just as grades or scores.
- To review and celebrate their child's portfolio and contributions to their own learning journey.

PYP Qualitative Grading Scale

Letter	Descriptor
CD	Consistently Demonstrating: Able to work independently at a level that demonstrates grade-level mastery.
DV	Developing: Showing growth toward grade-level mastery.
DV-S	Developing with Support: Showing growth toward mastery with adult support.
NI	Needs Improvement: Working below expectations; not showing growth toward mastery as expected with adult support.

Middle Years Programme

Each of the Middle Years Programme classes base their assessment on MYP criterion. A wide range of formative and summative assessments includes: short and extended responses, essays, research papers, projects, explorations, class discussions, group and individual oral presentations, multimedia presentations, performances, problem solving teams, historical and cultural investigations, sketchbooks, journals and reflection logs. An accurate measure of the student's true achievement is continuously sought to inform teaching and learning.

Differentiation occurs for students to demonstrate their understanding. Formative assessments are varied to foster critical and creative thinking. Emphasis is placed on inquiry-based learning.

Ongoing class discussions and private conferences take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts.

Parent/teacher conferences are scheduled twice a year and during these conferences student development and achievement levels are discussed.

Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme.

Formative Assessments

Administrators/ coordinators

- Formative assessment practices align with school-wide expectations for timely feedback and student growth.
- Administrators support teachers by providing professional development and resources on effective formative assessment strategies and feedback.

Teachers

- Formative assessments are used to monitor ongoing learning in the classroom.
- A variety of types may be used: exit tickets, quizzes, self-assessments, Schoology discussion groups, and anecdotal feedback.
- All formative assessments, whether graded or ungraded, **must be returned before the summative assessment** to ensure students receive timely feedback.
- Feedback should be **explicit** and focused on how students can improve.
- Graded formative assessments should be entered in Schoology before the

related summative or within one week, whichever is sooner.

Students

- Students participate in different types of formative assessments to help track progress and understanding. These may include quizzes, exit tickets, online discussions, and self-reflection activities.
- Students will receive feedback that shows you how to improve **before** any major summative assessments.
- Formative assessments help students learn and grow — they are a tool for improvement, not just grades.

Parents

- Formative assessments support student learning and provide feedback on progress before major summative assessments.
- These may or may not be graded, but all are designed to help students improve.

Summative Assessments

Administrators/ coordinator

- Ensure teachers are using the **prescribed MYP assessment criteria** consistently and in alignment with subject guides.
- Monitor that assessments include rubrics, timely feedback, and appropriate documentation in Schoology.

Teachers

- Make professional judgments using MYP subject-specific assessment criteria as outlined in the subject guides.
- Design a range of summative assessments adapted to the learning objectives and include at least one ATL skill in each summative.
- Ensure that each MYP criterion strand is assessed a minimum of twice per year.
- Use a variety of authentic assessment tools: rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios.
- Provide students with the **MYP criterion rubric** in advance of the assessment.
- Multiple criteria can be assessed in a single task, but each criterion must be reported separately in the gradebook.

- If a student fails to submit a summative assessment on time, it must be turned in within one week unless alternate arrangements are made.
- Weighing of assessment is as follows:

Years 1-3	Formative assessment is 20% Summative assessment is 80% Except in PHE: formative 30% and summative 70%
Year 4-5	<u>Language & Literature, Mathematics, Sciences, Individuals & Societies, Language Acquisition:</u> Formative assessment is 15% Summative assessment is 70% Midterm/Final exams 15% <u>Design, Art, PHE, Electives:</u> Formative assessment is 20% Summative assessment is 80%

MYP Criterion Recording/Reporting:

- Teachers will assess summative assessments using the MYP criterion and Strands in each subject group.
- Teachers will provide feedback on each criterion strand assessed to inform future learning.
- On Schoology, teachers will write the MYP score in the comment box for each summative summative.
- On Schoology, teachers will write the criterion that will be assessed in the title of the summative. i.e. Crit. A
- Teachers will use the [MYP conversion scale](#) to assign a grade.
- Summative assessments should be graded and posted to Schoology within two weeks after submission.
- Teachers will use the assessment calendar to avoid scheduling three or more major assessments across subjects on any single day.

Standardization:

- When the same course is taught by more than one teacher, the co-teachers will standardize assessments at the beginning of the year to agree on common understanding of the course and continue to standardize on an on-going basis of the criterion. Assessments may be differentiated by teachers working with the department head to ensure alignment to the required curriculum and similar student experience.

- Each year subject areas standardize across grades Grades 6th-10th to form a common understanding applying subject area criterion.

Digital Portfolio Requirements

- Students will upload two pieces of work a year to their Schoology portfolio.

Trend Grading

- Summatives must be trend graded for the final semester grade (including midterm/finals). The averaged Schoology grade is the minimum grade that could be earned to a student.
- The formative category in trend grading can only help a student, not hurt a student's overall mastery trend.

Artificial Intelligence & Assessment

Teachers should be aware of the AI policy [for students](#) and the AI policy [for faculty](#).

- Teachers should be creating both formative and summative assessments with AI in mind. Teachers should look for opportunities to allow for AI as a tool while also creating summatives that promote academic integrity.
- Teachers should give explicit directions when AI can be used and not used on formative and summative assessments. (Use the Green light / Red light designation provided by coordinators.) If you give "green or yellow level" permission for AI, teachers should provide formative training on using AI for that assignment in the way that it was intended.
- When the same course is taught by more than one teacher, the co-teachers will need to have the same AI designation for each assessment.

Local Reporting

- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests (MAP, PSAT, PreAct) in order to assess student performance and basic skill levels.
- Report cards will indicate an A+- F Scale. The report card grade will be arrived at through trend analysis of student assessment.
- Twice a year teachers will write anecdotal comments to parents providing feedback on Approaches to Learning skills and development of the MYP criterion.

Students

- Summative assessments are designed to evaluate your understanding of the most important concepts and skills in each unit.
- Each assessment is aligned with **MYP criteria** and will focus on the ability to apply learning.
- You will receive the assessment rubric in advance to understand expectations and how you will be graded.
- If you miss a due date, you must complete the summative within one week unless you've made other arrangements with your teacher.

Parents

- Summative assessments provide a formal measure of your child's learning progress using MYP criteria that are consistent across the program.

MYP Grade Conversion

MYP Score	Letter	GPA	Number	MYP Descriptor
7/8	A+	4.3	97-100	<ul style="list-style-type: none"> • Produces high-quality, frequently innovative work. • Communicates comprehensive, nuanced understanding of concepts and contexts. • Consistently demonstrates sophisticated critical and creative thinking. • Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	A	4.0	93-96	<ul style="list-style-type: none"> • Produces high-quality, occasionally innovative work. • Communicates extensive understanding of concepts and contexts. • Demonstrates critical and creative thinking, frequently with sophistication. • Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

5	A-	3.7	90-92	<ul style="list-style-type: none"> • Produces generally high-quality work. • Communicates secure understanding of concepts and contexts. • Demonstrates critical and creative thinking, sometimes with sophistication. • Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations
5	B+	3.3	87-89	
4	B	3.0	83-86	<ul style="list-style-type: none"> • Produces good-quality work. • Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. • Often demonstrates basic critical and creative thinking. • Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations
4	B-	2.7	80-82	
3	C+	2.3	77-79	<ul style="list-style-type: none"> • Produces work of an acceptable quality. • Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. • Begins to demonstrate some basic critical and creative thinking. • Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
3	C	2.0	73-76	
3	C-	1.7	70-72	
2	D+	1.3	67-69	<ul style="list-style-type: none"> • Produces work of limited quality. • Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • Infrequently demonstrates critical or creative thinking. • Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
2	D	1.0	63-66	
2	D-	.7	60-62	

1	F	0.0	51-59	<ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills.
0	F	0.0	50	<ul style="list-style-type: none"> • Missing, non-submitted work or work that does not meet the grade descriptors above.

Diploma Programme

Use of Diploma Programme Assessment Criteria

Each of the Diploma Programme classes base their assessment on the assessment models used by IB in both their internal and external assessments. Internal assessment criteria, markbands, analytic markschemes and assessment objectives are utilized by teachers in the planning, development, implementation and marking of both formative and summative assessments. These models differ between subjects but best practices as defined by IB are implemented within each classroom.

Assessment is afforded through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills. A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, explorations, class discussions, group and individual oral presentations, individual oral commentaries, multimedia presentations, performances, problem solving teams, group critiques, historical and cultural investigations, experimental investigations, sketchbooks, investigation workbooks, studio work, fieldwork, response journals, and reflection logs. An accurate measure of the student's true achievement is continuously sought to inform teaching and learning.

Differentiation occurs when necessary for students to demonstrate their understanding. Formative assessments are varied to foster critical and creative thinking. Emphasis is placed on inquiry - based learning.

Ongoing class discussions and private conferences take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts and learn how to judge the quality of coursework against well-defined criteria.

Parent/teacher conferences are scheduled twice a year and during these conferences student development and achievement levels are discussed.

Carrollwood Day School is an independent IB continuum school with its only Diploma Programme assessment requirements being IB examinations. CDS does participate in national assessments through the use of PSAT, SAT and/or PrACT testing.

Recording and Reporting Assessment

CDS uses the Learning Management Systems (LMS) Schoology and Veracross. Teachers record grades in Schoology which provides online access to students and parents. In addition, teachers record quarterly comments and semester grades in Veracross. Both written and oral marks affirm progress, diagnose needs, evaluate achievement, and assist in accountability.

DP Year 1-2	<p>Formative assessment is 10% Summative assessment is 70%* Midterm/Final exams 20%</p> <p>*Some subjects may include individual components aligned to the DP percentages from their Subject Guide. This is reviewed and approved by the DP Coordinator &/or Assistant Head of Upper School each year.</p>
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● **Formative Assessment:**

- Formative tasks may range according to the subject area.
- Feedback for formative assessments should be given (graded or ungraded) within 1 week of the submission date and prior to a summative assessment.
- The frequency of formative assessments vary with each subject area and are based on unit specific demands; however, students must receive formative feedback prior to the corresponding summative assessment.
- Late formative assessment can be deducted points due to timeliness according to department specific guidelines published to families in the syllabus of each class but must adhere to the CDS grade scale.

- **Summative Assessment:**
 - All major assessments must be announced to the class and posted on Schoology ahead of the assessment. There should be no surprise major assessments.
 - All summative assessments are marked using the IB marking style based on criteria or markbands with the final marks being determined by the IB Grade Descriptors & Grade Boundaries for the individual subjects. These marks are shared with both students and parents and converted using the CDS scale for the final CDS letter grade.
 - Summative assessment final grades cannot be penalized for late submission. All summative extensions should be finalized within one week.
 - Summative assessments tied to IB submissions, such as IA drafts, must follow the IB rules of 1 round of feedback. This feedback can be forfeited by a student if the draft summative is turned in past the due date.
 - Summatives should be graded and posted to Schoology within two weeks after submission date.
 - Each semester must have a minimum of four separate summative assessments to allow students ample opportunities to show mastery and growth.
 - Teachers will use the assessment calendar to avoid scheduling 3 or more major assessments across subjects on any single day. Teachers will work with students individually to reschedule an assessment to help balance a student's assessment load if necessary.

- **Standardization of Assessment**
 - Where more than one teacher is teaching a DP class, internal moderation takes place to ensure the standardization of marks for that subject.

- **Trend Grading**
 - Final evaluation is based on cumulative achievement through trend grading.
 - Summatives must be trend graded for the final semester grade (including midterm/finals). The averaged Schoology grade is the minimum grade that could be awarded to a student.

- Including the formative category in trend grading can only help a student, not hurt a student's overall mastery trend.
- **Extensions**
 - Granting of extensions [exceeding those outlined in this policy] is at the discretion of the teacher. The teacher should record all extensions granted in Schoology.

- **Artificial Intelligence & Assessment**

Teachers should be aware of the AI policy [for students](#) and the AI policy [for faculty](#).

- Teachers should be creating both formative and summative assessments with AI in mind. Teachers should look for opportunities to allow for AI as a tool while also creating summatives that promote academic integrity.
- Teachers should give explicit directions when AI can be used and not used on formative and summative assessments. (Use the Green light / Red light designation provided by coordinators.) If you give "green or yellow level" permission for AI, teachers should provide formative training on using AI for that assignment in the way that it was intended.
- When the same course is taught by more than one teacher, the co-teachers will need to have the same AI designation for each assessment.

- **Re-Entry Plans**

- When a student experiences an extended period of absence, a re-entry plan should be put into place by the Assistant Head of Upper School to allow for the coordination of extensions. At times, the above policies might be modified in order to allow for the student to finish the academic work of the semester in a timely manner.

The DP coordinator determines the retention of students in the program based on final grades and teachers' recommendations. The student's status in the course is reviewed during each semester.

DP Grade Conversion

DP Score	Letter	GP A	Number	DP Descriptor
7	A+	4.3	97-100	<ul style="list-style-type: none"> • Demonstrates excellent content knowledge and understanding, conceptual and contextual awareness, and critical, reflective thinking. • Highly effective research, investigation, and technical skills are evident, as is the ability to analyze, evaluate, and synthesize qualitative and quantitative evidence, knowledge, and concepts to reach valid conclusions or solve problems. • Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology, and with appropriate attention to purpose and audience. • Responses are creative, make very effective use of well-selected examples, and demonstrate awareness of alternative points of view.
6	A	4.0	93-96	<ul style="list-style-type: none"> • Demonstrates very good content knowledge and understanding, conceptual and contextual awareness, and critical, reflective thinking. • Competent research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge, and concepts. • Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. • Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	A-	3.7	90-92	<ul style="list-style-type: none"> • Demonstrates sound content knowledge and understanding, good conceptual and contextual awareness, and evidence of critical, reflective thinking.
5	B+	3.3	87-89	

				<ul style="list-style-type: none"> • Research, investigation, and technical skills are evident and sometimes well-developed. Analytical ability is evident, although responses may, at times be more descriptive than evaluative. • Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. • Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	B	3.0	83-86	<ul style="list-style-type: none"> • Demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. • Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. • The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. • Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. • Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.
4	B-	2.7	80-82	
4	C+	2.3	77-79	
3	C	2.0	73-76	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. • Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. • Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing.
3	C-	1.7	70-72	
3	D+	1.3	67-69	

				<ul style="list-style-type: none"> • Responses lack clarity and some material is repeated or irrelevant. • There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	D	1.0	63-66	<ul style="list-style-type: none"> • Demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. • Evidence of research and/or investigation is only superficial. • There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. • There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
2	D-	.7	60-62	
1	F	0.0	51-59	<ul style="list-style-type: none"> • Demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. • Ability to comprehend and solve problems or to express ideas is not evident. • Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. • Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
0	F	0.0	50	<ul style="list-style-type: none"> • Missing, non-submitted work.

Resources:

PYP:

PYP: From Principles into Practice, IBO

Making the PYP Happen, A curriculum framework for international education, IBO

Sample Assessment Policies from the following schools:

Caldwell Heights Elementary School, Lincoln Elementary Magnet School

MYP

ChatGPT 3.5, used to differentiate roles and responsibilities of administrators, teachers, students, and parents from 2024-2025 Carrollwood Day School policy. July 2025.

MYP: Principles into Practice (Published May 2014 Updated September 2014, September 2017, April 2021; “Principles of MYP assessment”, “Reporting student achievement” and “Appendix 3: MYP command terms”).

MYP Subject Guides

DP

Diploma Programme: From principles into practice (For use from August 2015)

Guidelines for developing a school assessment policy in the Diploma Programme

Assessment principles and practices—Quality assessments in a digital age

DP Subject guides

This policy will be reviewed on an annual basis by the staff as facilitated by the IB Coordinators.