



HARROW
INTERNATIONAL
SCHOOL
NEW YORK

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At Harrow New York, the values of Courage, Honor, Humility, and Fellowship are central to how we assess student learning. Our assessment framework not only measures academic performance but also fosters personal growth in line with these values. *Courage* is demonstrated as students are encouraged to step outside their comfort zones, engage with complex ideas, and take intellectual risks. *Honor* emphasizes academic integrity and responsibility, with students reflecting on their learning and owning their progress. *Humility* is developed through regular feedback, encouraging students to embrace growth, recognize their

strengths, and identify areas for improvement. *Fellowship* promotes collaboration, where students learn to value diverse perspectives and work together toward shared success.

At Harrow New York, we follow the International Baccalaureate's Middle Years Programme (MYP) and Diploma Programme (DP) frameworks. This means your child's learning is evaluated using clear, specific criteria rather than comparing their performance to other students. Instead of ranking students against each other, we measure each student's progress against established learning standards. This approach allows us to:

- Focus on individual growth and achievement
- Provide meaningful feedback on specific skills and knowledge
- Support every student in reaching their potential
- Celebrate diverse strengths and learning styles

These assessment criteria guide everything we do in the classroom. Our teachers use them to design engaging units and daily lessons that help students develop as curious, competent, compassionate changemakers—the heart of our school's mission. This framework ensures that every student receives the support they need to succeed, regardless of their starting point or learning pace.

For students in the MYP (Pre-Shell to Fifth Form), assessments are criterion-referenced, meaning students are evaluated against defined standards of excellence. Emphasis is placed on inquiry, conceptual understanding, and skills development.

Our approach includes a balanced mix of formative and summative assessments. Formative assessments provide ongoing feedback, helping guide student progress, while summative assessments evaluate students' mastery of key concepts and skills at the end of units or courses.

It is required that each department has its own specific policy on feedback and assessment to reflect the nature of the subject and the practice associated with it. It is recognised that, just as the nature of the work that is set will vary between (and to some extent, within) departments, so there will be variation of practice in the type of feedback provided and the type of assessment conducted.

Each departmental policy must cohere with the guidelines and principles below:

- The purpose of providing feedback is to help students to improve their knowledge and understanding of a subject; this aim should lie at the heart of a department's approach to assessment;
- Teachers should encourage students to reflect upon the feedback that they receive, ensuring that they have sufficient time for the purpose inside and outside the form room, and to implement its recommendations and suggestions in future work;
- Feedback and assessment should enable teachers and heads of department to be confident in their knowledge of an individual's attainment, relative to the grade boundaries in the public examinations;
- Feedback is likely to take a variety of forms and may involve annotated work or verbal feedback (for example, in lessons or via an audio file) but elements of it must be personalised and it should always enable a student to identify both areas of strength and areas for development;

- There is not an expectation that every piece of work will be quantitatively assessed;
- Teachers should assess students' progress at least once every three weeks in a way that generates a quantitative mark (in numerical or letter form) and qualitative formative feedback; such assessment should take place on agreed and appropriate criteria known to the students
- Quantitatively measured performance indicators should be recorded by teachers to allow reflection on students' progress over time and for reference;
- Teachers should aim to return marked work to students promptly and within a reasonable timeframe.

Approaches To Teaching & Learning

At Harrow New York, all of our teachers are dedicated to embedding the International Baccalaureate's Approaches to Teaching and Learning (ATL) into every aspect of our curriculum. We believe in inquiry-driven, student-centered learning that encourages critical thinking, collaboration, and personal responsibility. Our teachers actively cultivate the five key ATL skill areas:

- **Communication**
- **Social** (Collaboration)
- **Self-management** (Organization, Affective, Reflection)
- **Research** (Information literacy, Media literacy)
- **Thinking** (Critical thinking, Creative thinking, Transfer)

These ensure that each student develops a well-rounded set of competencies. Through engaging, real-world applications and concept-based learning, we empower our students to become reflective, independent learners. This holistic approach not only promotes academic excellence but also nurtures the personal growth needed to succeed in a rapidly changing global landscape. At Harrow New York, the integration of ATL ensures that every student takes ownership of their learning journey, preparing them to thrive in both higher education and life beyond the classroom.

Assessment in the MYP (Middle Years Program)

Assessment in MYP comes with its own language and a unique grading system. All MYP subjects have students working towards four objectives - labeled as Criterion A, B, C and D. While these objectives are not the same in each subject, there are always four, labeled as A, B, C, D (see graph below). Each MYP assessment task (formative or summative) will be addressing one or more of these objectives. In their comments, our teachers will be indicating areas in which your child made progress, as well as ways in which your child can improve towards these course objectives.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Language Aquisition	Comprehending spoken and visual text	Comprehending written & visual text	Communicating	Using Language

Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of Science
Mathematics	Knowing and understanding	Investigating Patterns	Communicating	Applying Mathematics in real world contexts
Physical & Health Education	Knowing and understanding	Planning for performance	Analysing and performing	Reflecting and improving performance
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Course Grades

Individual criterion grades on various assignments and assessments are then combined by teachers to determine a course grade, which will be updated at the end of each term. At this time, teachers make a professional, evidence-based judgment as to where your child's performance best fits against each of the four criterion in a given subject. These four criterion grades are then added up to get a total score out of 32 possible points (i.e., 8 points x 4 criteria = 32). The total score is then compared to grade boundaries set by the IB to give students their overall grade for semester according to the table below:

Sum of MYP Criterion Levels	MYP Overall Level of Achievement	US Grade Equivalent	Descriptors
28-32	7	A+	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.
24-27	6	A / A-	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.
19-23	5	B+ / B	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
15-18	4	B- / C+	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
10-14	3	C / C-	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
6-9	2	D+ / D	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
0-5	1	F	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.

In the MYP (Pre-Shell – Fifth Form), assessments are criterion-based, ensuring fair evaluations with feedback aligned to the IB’s global standards. We will use Toddle as the platform for managing all assessments, including assignment submissions, student reflections, feedback, and reporting. Teachers will align assessments with IB criteria, track progress, and communicate directly with both students and parents through the platform.

Assessment in the DP (Diploma Program)

In the Diploma Programme (DP), students are assessed using clearly defined IB criteria aligned with the learning objectives of each subject. Academic grades reflect the knowledge, skills, and understanding that

students have demonstrated. Throughout the programme, teachers employ a variety of assessment methods and IB-style tasks to support student learning and track progress over time.

Students in DP subjects are graded on a 1–7 scale. Please refer to the table below for a general description of each grade.

Earning an IB Diploma is a distinct, though related, process from earning grades in Harrow courses. Only a small portion of the work contributing to the IB Diploma is assessed internally by Harrow teachers; the majority of a student's grade (typically around 80%) is determined by externally marked examinations and projects.

Further details are available on the IB website. In general, students take three courses at Standard Level and three at Higher Level. Additionally, all students must successfully complete the Theory of Knowledge course, fulfil the CAS requirements, and submit an Extended Essay. The maximum total score for the IB Diploma is 45 points: 7 points per subject across six subjects, plus up to 3 additional points awarded for the combined performance in the Extended Essay and Theory of Knowledge.

Grade	Descriptors
7	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	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	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.
4	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.
3	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.

2	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.
1	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.

Standardization and Moderation

To ensure consistency and fairness, Harrow New York implements:

- Internal standardization: Teachers collaborate to ensure alignment with IB expectations.
- External moderation: For DP coursework, IB examiners assess selected samples.

Feedback & Reporting

Constructive and timely feedback is central to student growth. Toddle enables real-time feedback, allowing teachers to leave comments, grades, and reflections on student work. Students can engage in self-assessment and peer reviews, fostering a culture of continuous improvement.

Term reports are issued during the academic year and include a grade-in-progress. Final report cards are issued at the end of the academic school year. All reports are available online in Toddle, our Learning Management System. Families may also check the academic progress of their child(ren) in Toddle at any time through the gradebook.

Harrow New York provides structured reporting periods to ensure students and parents receive timely updates on academic progress.

Reporting Structure

October	Parent-Teacher Conferences	Collaborative meeting to discuss student progress
December	Term 1 Report	Best fit criteria and subject grades, ATL skills
March	Term 2 Report	Best fit criteria and subject grades, ATL skills
June	Term 3/Final Report	Best fit final criteria and final subject grades, ATL skills