

ST. ANDREW'S SCHOOL ASSESSMENT POLICY: 2026-2027

Philosophy of Assessment:

Assessment involves collecting and analyzing formative and summative data to track student progress. Assessment is fundamental for guiding teachers in enhancing students' access to the curriculum. Practical assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment is managed through an active partnership between students and teachers, with transparent communication to families. Clarity of expectations and good communication are shared responsibilities.

Purpose of Assessment:

According to the IB document Assessment Principles and Practice, "assessment is a term used to cover all the various methods by which student achievement can be evaluated." This assessment-for-learning is implicit in our philosophy. This enables the teacher to understand where to focus in the future, including areas that require remediation and new instructional strategies. We know that assessments will be used for various purposes throughout a student's academic career. At St. Andrew's, we believe that assessments are used to:

- To encourage appropriate student learning
- To monitor and evaluate student progress toward meeting IB standards
- To provide ongoing and consistent feedback to students, parents, teachers, and administrators
- To assist in incorporating best practices
- To foster positive attitudes toward learning
- To evaluate course suitability
- To assist in curriculum review
- To develop and promote critical thinking skills
- To develop international-minded students who conscientiously practice the IB Learner Profile characteristics:

•Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research, demonstrating independence in their learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives

•Knowledgeable: They explore concepts, ideas, and issues with local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

•Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions.

•Communicators: They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.

•Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individual groups and communities. They take responsibility for their actions and the consequences that accompany them.

•Open-minded: They understand and appreciate their culture and personal histories and are open to other individuals' and communities' perspectives, values, and traditions. They are accustomed to seeking and evaluating a range of perspectives and are willing to learn from the experience.

•Caring: They show empathy, compassion, and respect for the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and to the environment.

•Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

•Balanced: They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

•Reflective: They thoughtfully consider their own learning and experience. They can assess and understand their strengths and limitations, which supports their learning and personal development.

Assessment Principles:

Using the IB Learner Profile as the basis of our assessment practices, we design a variety of valid and reliable assessments that are specifically aligned with the IB curriculum, providing students with diverse learning profiles the opportunity to demonstrate their knowledge.

- Teachers are actively engaged in assessing students.
- Teachers use a wide variety of assessment techniques and strategies such as, but not limited to: written assignments, oral presentations, fieldwork, portfolios, lab write-ups, tests, examinations, research papers, peer assessments, self-assessments, etc.
- Students are assessed on an ongoing basis.
- Assessment and evaluation practices are consistent and aligned with applicable IB criteria.
- Assessment may be differentiated according to the student's abilities and assessment access requirements.
- Assessment enables students to demonstrate conceptual understanding and critical thinking.
- Assessments help students analyze their learning, reflect on their progress, and set goals for improvement.
- Assessments are criterion-referenced as students are assessed against published learning outcomes.
- Assessment criteria are explained to students before the assessment
- Teachers use formative and summative assessments to guide instruction and to provide feedback to improve future learning

Assessment Practices

Formative Assessments: Teachers will provide ongoing, definitive evaluations to determine where the student stands in their learning and identify any necessary steps to help them achieve their goal, thereby driving further instruction. The following are examples of formative assessments used at St. Andrew's School:

- Entry/Exit Tickets/Bell Ringers
- Labs
- Participation in different forms

- Oral exam practice/Critiques
- Homework checks
- Comprehension checks
- Interactive notebooks
- Speaking and listening activities
- Discussion seminars- fishbowl, Socratic, etc.
- Games

Summative Assessments:

Teachers provide evaluations at the end of a learning period when students are allowed to demonstrate what they have learned by applying their knowledge in new and authentic contexts. These provide the student and teacher with evidence of whether established benchmarks have been met.

The following are examples of summative assessments used at St. Andrew's School:

- Past IB questions/projects based on those questions
- Presentations/Expos
- Lab Practicums
- Writing-based assessments
- Oral examination
- Portfolio
- Math exams
- Finished Artwork/Projects
- Performance
- Research-based projects

For both the DP and MYP programmes, IB assessments are criterion-referenced rather than norm-referenced. This means that a rubric is used to judge each student's work with identified standards and criteria formulated by the IB and found in IB syllabi, rather than against other students' work. (Diploma Programme Assessment: Principles and Practice)

How are summative assessments scored in the DP?

In the DP, students receive a grade for each DP course attempted. Students will receive grades ranging from 7 to 1, with 7 being the highest for Predicted Grades (PG), Internal Assessments (IA), and mock IAs and assessments. A student's final Diploma result score comprises the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum performance levels, including the successful completion of the three essential elements of the DP core.

How are summative assessments scored in the MYP?

At St. Andrew's, MYP students will not take the external subject assessments. Internal assessments are scored on a scale of 1-8, with 8 being the highest. Each subject has four subject-dependent criteria for assessing students. Each criterion is scored on a scale of 8-1, with 8 being the highest. Those scores are added to indicate the student's total score on that assessment. For each evaluation, the applicable criterion and strands are measured against a rubric that contains descriptors for each level; students are provided with this rubric and a clear explanation before beginning the summative assessment task.

Common Assessment Practices:

Students receive feedback regarding their summative assessment task performance in various forms, such as conferencing. Additionally, students receive feedback in a variety of ways, and it is ongoing. At times, they will receive written feedback on the rubric regarding how they performed and how they can improve. Parents are provided with anecdotal input through parent contacts, sent by the child's advisor every few weeks, and have access to the gradebook at any time. In the MYP, our Middle Years Report Card gives detailed explanations regarding student criterion-based performance.

For grade levels with more than one teacher teaching a single subject, a standardization process will be employed for summative assessments. For teachers who teach stand-alone courses, a standardization process takes place within their subject groups. Please see the process, which is outlined below:

- Teachers will arrange a face-to-face meeting to share a range of assessments their students complete.
- If there is only one teacher for the subject at a grade level, that teacher will work with their subject group colleagues to complete the standardization process.
- The teachers involved will bring copies of the work, devoid of comments and grades, to the standardization meeting.
- The sample of assessments must reflect the grade ranges produced by the students during this assessment task.
- Standardizing teachers will use the appropriate rubric to grade the assessment tasks previously graded by their colleagues and compare the grades. None of the moderators must be aware of prior grades awarded during the standardization process or awarded by others participating in the standardization process.
- A discussion will then take place on the results of the standardization.
- The entire process should transpire before the grades are published to students and formally documented.

Other Standardized Assessments Administered throughout the Year: Students at St. Andrew's will also take the PSAT during the second semester of their sophomore year and the fall of their junior year. Students also have access to the school-day SAT in the Spring. These non-IB assessments are used to prepare many of our students for external standardized testing.

Grading and Reporting: Assessments are recorded in our grading program, enabling parents to access their child's grades at any time. We provide students and parents with access to report cards throughout the year via our grading program, as well as semester-based comments that document progress toward achieving the specified criteria. Faculty who teach in the Middle Years Programme provide detailed semester comments that report on student achievement levels related to criterion (A, B, C, D) progression

on the Middle Years Report Card. Additionally, faculty are encouraged to engage in post-assessment analysis/reflection in classes and with individual students.

Rights and Responsibilities of Community Members:

Stakeholder	Rights	Responsibilities
Students	● To receive clear, criteria-based task descriptors and rubrics before starting summative tasks. ● To receive timely, constructive feedback on draft work and final assessments. ● To have assessment deadlines spaced reasonably via a shared assessment calendar. ● To access inclusive assessment arrangements and approved accommodations when eligible. ● To appeal an assessment decision through a clearly defined school process.	● To uphold academic integrity across all tasks (avoiding plagiarism, unauthorized AI use, or collusion). ● To meet all internal assessment deadlines, draft due dates, and submission targets. ● To reflect on feedback and actively apply it to set learning goals. ● To communicate proactively with teachers when facing circumstances that impact deadline completion.
Teachers & Educators	● To exercise professional judgment in designing assessment tasks aligned with IB objectives. ● To work within a collaborative schedule that prevents major assessment overlaps. ● To receive professional development on IB assessment standards and moderation practices.	● To align all formative and summative tasks with published IB subject guide criteria and grade descriptors. ● To publish assessment calendars and provide clear task instructions and rubrics well in advance. ● To provide timely, meaningful feedback and record marks transparently in Blackbaud. ● To participate in internal standardization/moderation with department colleagues. ● To scaffold learning and explicitly teach academic integrity principles.

Parents & Guardians	● To receive regular, transparent reporting on student achievement against IB criteria. ● To understand how IB grades are determined using criterion-related levels of achievement. ● To request conferences with teachers and coordinators to discuss academic progress through the Assistant Head of School for Academics	● To familiarize themselves with the school's IB Assessment Policy and Academic Integrity Policy. ● To support students in managing time and maintaining balanced work habits without completing tasks for them. ● To encourage ethical academic behaviors and support school integrity standards. ● To communicate directly with the school regarding factors impacting student performance.
School Leadership & IB Coordinator	● To establish and enforce assessment standards complying with International Baccalaureate (IBO) regulations. ● To request documentation, moderation evidence, and unit plans from teaching staff.	● To ensure the Assessment Policy is reviewed collaboratively on an annual basis. ● To publish and maintain a balanced, school-wide assessment calendar. ● To facilitate internal standardization and oversee submission of predicted grades and IA samples to the IB. ● To ensure all staff receive training on IB assessment principles and criteria. ● To communicate policies clearly to new families and incoming staff during orientation.

References and Guides Used to Develop this Policy:

- [IB Diploma Programme: Principles into Practice](#)
- [IB MYP: Principles into Practice \(2022\)](#)
- [IB Learner Profile](#)
- [Assessment principles and practices](#)—Quality assessments in a digital age- International Baccalaureate
- [Mercyhurst Preparatory School Assessment Policy](#)
- [Holy Heart of Mary High School Assessment Policy](#)
- [Sturgis Charter Public School Assessment and Reporting Policy](#)

Review Procedures

At the start of each school year faculty are given time to review and revise this policy in Department Meetings. The Academic Leadership team then approves the policy and it is shared in its final state with the larger school community including: faculty, staff, students, parents, and is available publically on the school website.

Most Recent Date of Review: August 31, 2026

Finalized and Published: September 4, 2026