

Wenzhou Union International School

Assessment Policy

(IB PYP Grades 1 – 5 & IB MYP Grades 6 – 8)

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Table of Contents

Part I: Summary of the Policy

1. Shared Understanding of Assessment at WUIS

Part II: PYP Assessment Policy (Grades 1–5)

2. PYP Assessment Policy

2.1 Principles of PYP Assessment

2.2 Types of Assessment

2.3 Assessment Strategies and Tools

2.4 Documenting and Reporting Learning

2.5 Roles and Responsibilities

2.6 Connection to Other Policies

2.7 Policy Review and Professional Development

Part III: MYP Assessment Policy and Guidelines (Grades 6–8)

Section A: MYP Assessment Policy

3.1 Principles of MYP Assessment

3.2 Policy Review and Professional Development

Section B: MYP Assessment Procedures and Guidelines

3.3 Using MYP Assessment Criteria and Determining Achievement Levels

3.4 Recording and Reporting Student Achievement

3.5 Formative and Summative Assessment Practices

3.6 Development of Approaches to Learning (ATL) Skills

3.7 Student Involvement in the Assessment Process

3.8 Standardization and Moderation Processes

3.9 Differentiation in Assessment

3.10 Academic Honesty Policy Integration

3.11 Assessment Scheduling

3.12 Reporting Timeline

3.13 Feedback Mechanisms

References

Part I: Summary of the Policy

1. Shared Understanding of Assessment at WUIS

1.1 We believe the ultimate goal of assessment is to support students' whole-person growth, with gains in knowledge, skills, attitudes, and values, because education is more than grades. Our mission is to cultivate inquisitive, compassionate, and resilient learners who value personal growth, communal contributions, and intercultural engagement, and embrace the balance between individual and collective excellence.

1.2 We balance assessment of learning (end-of-unit checks), for learning (ongoing check-ins), and as learning (students reflecting on and judging their own work) because each serves a distinct purpose: checking achievement, improving learning in the moment, and helping students become more independent by thinking about their learning.

1.3 We use a range of strategies and tools because learning is complex and students show understanding in different ways; using more than one kind of evidence gives a fuller, fairer, and more accurate picture.

1.4 We provide timely, specific, and actionable feedback linked to clear criteria so that students know where they are, where they are going, and how to close the gap—helping them take charge of their learning and keep improving.

1.5 We record and report progress using clear IB-aligned standards rather than comparing students to each other, to ensure transparency, consistency across classes (teachers agree on common expectations and check together), and clear communication with students and families.

1.6 We look at assessment results at the student, class, and whole-school levels to plan lessons, provide the proper support and challenge, and see what's working—because using evidence helps every student make progress and keeps things fair.

1.7 We involve students in agreeing on what good work looks like, assessing their own and peers' work, and reflecting through goal setting, conferences, and portfolios—so they build ownership, honesty, and strong learning habits.

Part II: PYP Assessment Policy (Grades 1-5)

2. PYP Assessment Policy

2.1 Principles of PYP Assessment

The following principles will guide our assessment:

- 2.1.1 **Authentic:** Assessment tasks are connected to real-life contexts, allowing students to apply what they are learning in meaningful ways.
- 2.1.2 **Varied and Balanced:** A variety of tools and strategies are used during assessment to get a comprehensive image of each student's learning.
- 2.1.3 **Transparent:** Students understand the "what" and "why" of their learning and assessment. They are co-constructors of success criteria with the teacher.
- 2.1.4 **Developmental:** The goal is student growth over time, because learning is a journey and not just a destination.
- 2.1.5 **Collaborative:** Students, teachers, and parents all play a part.

2.2 Types of Assessment

Assessment is balanced throughout the learning process.

- 2.2.1 **Pre-assessment (Finding out what students already know):** At the start of a unit, teachers find out what students already know about the unit, their misconceptions, and what their interests are. This helps the teacher to customize the unit plan and decide what content to focus on.
- 2.2.2 **Formative Assessment (Assessment for and as learning):** This is the most used assessment in our classrooms. It is ongoing, provides timely feedback,

and helps both teachers and students adjust their learning accordingly.

Examples include:

- Observations and anecdotal records
- Peer and self-assessment rubrics
- Checklists
- Classroom discussions and questioning

2.2.3 Summative Assessment (Assessment of learning): This occurs at the end of a unit of inquiry. Students get to show what knowledge and skills they have learned in a variety of ways. Summative tasks allow student choice and creativity.

2.3 Assessment Strategies and Tools

Teachers will use a variety of tools to gather evidence of learning, including:

- Rubrics: Co-constructed by teachers and students.
- Checklists: Used to monitor the progress of the development of specific skills or knowledge.
- Anecdotal Records: Notes made by teachers as they observe students.
- Continuums: To show the student's progress in skills or conceptual understanding over time.
- Portfolios: A collection of student-selected work that celebrates progress and encourages reflection.

2.4 Documenting and Reporting Learning

We report on a student's holistic development, not just knowledge.

- 2.4.1 Students keep portfolios throughout the year to show how their learning has grown.
- 2.4.2 We hold parent-teacher conferences twice a year and also give opportunities for students to share their learning with parents during learning walk opportunities.
- 2.4.3 Written progress reports issued at the end of each semester are aligned with the IB PYP holistic development philosophy.
- 2.4.4 Grade 5 students take part in the PYP exhibition - a culminating summative assessment where they showcase their learning and the action taken.

2.5 Roles and Responsibilities

- 2.5.1 Students are responsible for their own learning by setting goals, reflecting on their progress, and taking part in peer and self-assessment.
- 2.5.2 Teachers use varied assessments, give timely feedback to students, and use assessment data to guide their planning.
- 2.5.3 Leadership ensures that the policy is put into practice consistently, provides opportunities for professional development, and provides the tools needed.
- 2.5.4 Parents should support their child's learning at home, take part in conferences, and keep communication open with the school.

2.6 Connection to Other Policies

This assessment policy works hand in hand with our other school policies, particularly our Language Policy and Inclusion Policy. Assessment will be differentiated to accommodate our students' diverse learning styles and needs.

2.7 Policy Review and Professional Development

- 2.7.1 Annual Evaluation: The policy is reviewed yearly with input from teachers, students, and parents. Adjustments are made based on feedback and best practices.
- 2.7.2 Ongoing Training: Teachers participate in regular professional development to stay up to date with IB assessment practices and current educational research.
- 2.7.3 Collaborative Learning: Opportunities are given for teachers to share best practices during planning meetings.

Part III: MYP Assessment Policy and Guidelines (Grades 6 – 8)

Section A MYP Assessment Policy

3.1 Principles of MYP Assessment

The following principles guide our MYP assessment practices:

3.1.1 Assessment for Learning

3.1.1.1 Informing Instruction: Assessment is used to inform teaching practices and guide students toward achieving their learning goals. Teachers utilize assessment data to adjust instruction to meet individual and group learning needs.

3.1.1.2 Supporting Growth: Assessment practices focus on the progress of each student, encouraging continuous improvement and personal excellence.

3.1.2 Timely and Meaningful Feedback

3.1.2.1 Constructive Feedback: Assessment provides timely, specific, and constructive feedback to students. Feedback focuses on strengths, areas for improvement, and next steps in learning.

3.1.2.2 Reflection and Goal Setting: Feedback enables students to reflect on their learning, understand their progress, and set achievable goals for improvement.

3.1.3 Varied and Differentiated Assessment

3.1.3.1 Diverse Strategies and Tools: Assessment incorporates a range of strategies and tools to cater to diverse learner needs, preferences, and cultural backgrounds. This includes projects, presentations, written work, performances, and practical tasks.

3.1.3.2 Differentiation: Assessments are designed to be inclusive and accessible, providing equitable opportunities for all students to demonstrate their understanding and skills. Adjustments and accommodations are made to support individual learning needs.

3.1.4 Criterion-Referenced Assessment

3.1.4.1 Alignment with IB Criteria: Assessment is aligned with the MYP subject-specific criteria. Teachers use the criteria to measure student progress and achievement accurately and consistently.

3.1.4.2 Transparency: Assessment criteria are shared and explained to students in advance, ensuring clarity about expectations and how to achieve success.

3.1.5 Development of Approaches to Learning (ATL) Skills

3.1.5.1 Skill Development: Assessment practices support the development of ATL skills, including thinking, communication, social, self-management, and

research skills.

3.1.5.2 Feedback on Skills: Students receive feedback on their ATL skills to enhance their learning processes and strategies.

3.1.6 Student Involvement and Reflection

3.1.6.1 Active Participation: Students are actively involved in the assessment process through self-assessment, reflection, and peer assessment. This encourages ownership of their learning, and development of metacognitive skills.

3.1.6.2 Goal Setting: Students regularly set and review personal learning goals based on assessment feedback.

3.1.7 Collaboration and Communication

3.1.7.1 Partnerships: Assessment is a collaborative process involving students, teachers, and parents/guardians. Open communication ensures all stakeholders are informed and engaged.

3.1.7.2 Supportive Environment: A supportive learning community is fostered where everyone works together to promote student achievement.

3.1.8 Academic Honesty

3.1.8.1 Integrity in Assessment: Our assessment practices uphold the principles of academic honesty. Students are educated about intellectual property, plagiarism, and ethical research practices.

3.1.8.2 Authentic Work: We emphasize the importance of producing authentic work and understanding the value of integrity in all assessments.

3.1.9 Technology Integration

3.1.9.1 Enhancing Assessment: Technology is utilized to enhance assessment practices, providing diverse modalities for students to demonstrate learning.

3.1.9.2 Digital Literacy: Students develop digital literacy skills through the use of technology in assessments.

3.2 Policy Review and Professional Development

3.2.1 Annual Evaluation: The policy will be reviewed annually with input from teachers, students, and parents. Adjustments are made based on feedback

and evolving best practices.

3.2.2 Ongoing Training: Teachers participate in professional development to stay current with IB assessment practices and educational research.

3.2.3 Collaborative Learning: Opportunities for sharing of best practices among peers will be organized.

Section B MYP Assessment Procedures and Guidelines

3.3 Using MYP Assessment Criteria and Determining Achievement Levels

3.3.1 Using MYP criteria

3.3.1.1 All subjects, interdisciplinary units, and the community project use the prescribed MYP objectives and assessment criteria for each year.

3.3.1.2 Each criterion will be assessed at least twice each year.

3.3.1.3 For Grade 6 subjects, we follow Year 1 criteria; for Grade 7, we follow Year 1 criteria in the first semester and Year 3 criteria in the second semester; for Grade 8, we follow Year 3 criteria.

3.3.2 Standardization and Moderation

3.3.2.1 Consistency: Teachers engage in regular internal standardization and moderation processes to ensure consistent judgments against criteria.

3.3.2.2 Collaboration: Departments meet to discuss and align assessments, criteria interpretation, and achievement levels.

3.3.3 Determining Achievement Levels

3.3.3.1 Criterion Levels: Student performance is assessed against the specific descriptors in each criterion, resulting in criterion levels from 0 to 8.

3.3.3.2 Overall Grades: Criterion levels are combined using MYP guidelines to determine an overall grade on a scale of 1 to 7 for each subject.

3.3.3.3 Teachers determine each criterion's final level using best-fit judgment at the end of a unit/term (not by averaging task scores).

3.3.3.4 Only criterion-related summative evidence informs final achievement levels; effort/participation and formative work do not influence achievement grades.

3.3.3.5 Late or missing evidence: We gather sufficient summative evidence before determining final best-fit levels. Missing evidence triggers timely interventions

and make-up opportunities; we do not assign zeros for incomplete evidence.

3.3.3.6 Make-up assessments due to absence: Students complete make-ups under similar conditions within a defined window; authentic task variants may be used.

3.3.3.7 Redo/re-attempts: Students may act on feedback and submit improved evidence within published timelines; teachers decide which pieces represent the current best learning for the final best-fit.

3.3.3.8 Appeals/grade review: Students/parents may request a review within three working days of report issuance; the review follows a documented process (teacher check, department moderation, divisional decision).

3.4 Recording and Reporting Student Achievement

Student achievement is recorded and reported using the MYP grading scale. Our reporting practices aim to provide comprehensive and clear information about student progress and achievement.

3.4.1 Recording Achievement

3.4.1.1 Assessment Records: Teachers maintain detailed records of student performance on formative and summative assessments.

3.4.1.2 Progress Monitoring: Regular monitoring allows for timely interventions and support where needed.

3.4.2 Reporting Achievement

3.4.2.1 Progress Reports and Report Cards: Issued once a semester, that is, end-of-semester report cards.

3.4.2.2 Criterion Levels and Grades: Reports include criterion levels (0-8), overall grades (1-7), effort and participation grades (Intervention Required, Needs Strengthening, Satisfactory, and Good), and comments on student progress.

3.4.2.3 Parent-Teacher Meetings: Provide opportunities for detailed discussions about student achievement and ways to support learning at home.

3.5 Formative and Summative Assessment Practices

We employ a balanced approach to formative and summative assessments to support and evaluate student learning effectively.

3.5.1 Formative Assessments

- 3.5.1.1 Ongoing Process: Used regularly throughout instruction to check for understanding and provide immediate feedback.
- 3.5.1.2 Informing Teaching: Information gathered informs instructional planning and addresses learning gaps.
- 3.5.1.3 Examples: Quizzes, class discussions, drafts, observational notes, and practice exercises.

3.5.2 Summative Assessments

- 3.5.2.1 End of Learning Periods: Conducted at the end of units or terms to evaluate student learning against the MYP criteria.
- 3.5.2.2 Demonstration of Learning: Allow students to demonstrate their understanding, skills, and application of knowledge.
- 3.5.2.3 Examples: Unit tests, projects, presentations, and performances.

3.6 Development of Approaches to Learning (ATL) Skills

Assessment practices are designed to develop and evaluate ATL skills.

- 3.6.1 Integration in Assessments: Tasks are crafted to require the use of ATL skills, enabling students to practice and showcase these essential skills.
- 3.6.2 Feedback on ATL Skills: Teachers provide explicit feedback on ATL development alongside academic achievement.

3.7 Student Involvement in the Assessment Process

Students are empowered to take an active role in their learning through involvement in the assessment process.

3.7.1 Self-Assessment and Reflection

- 3.7.1.1 Metacognition: Students assess their own work against the criteria, promoting self-awareness and responsibility for learning.
- 3.7.1.2 Reflection Activities: Regular reflection helps students understand their progress and identify strategies for improvement.

3.7.2 Peer Assessment

- 3.7.2.1 Collaborative Learning: Students engage in peer assessment to give and receive feedback, enhancing communication and critical thinking skills.
- 3.7.2.2 Building Community: Encourages a supportive classroom environment where students learn from one another.
- 3.7.3 Goal Setting
 - Personalized Learning Goals: Students set and review goals, focusing on specific skills or knowledge areas to develop.

3.8 Standardization and Moderation Processes

To ensure fairness and consistency in assessment:

- 3.8.1 Internal Standardization
 - 3.8.1.1 Common Understanding: Teachers collaborate to interpret assessment criteria similarly across different classes and subjects.
 - 3.8.1.2 Sharing Best Practices: Regular meetings facilitate the sharing of strategies and calibration of standards.
- 3.8.2 Moderation
 - 3.8.2.1 Quality Assurance: Samples of assessed work are reviewed collectively to confirm accuracy and consistency of criterion judgments.
 - 3.8.2.2 Feedback Mechanism: Provides opportunities for professional dialogue and development.

3.9 Differentiation in Assessment

Assessments are designed to be inclusive and accommodate the diverse needs of our students.

- 3.9.1 Differentiated Tasks
 - 3.9.1.1 Variety of Formats: Offering multiple ways for students to demonstrate learning, such as written work, visuals, oral presentations, or practical demonstrations.
 - 3.9.1.2 Adjustments and Accommodations: Providing support or extension activities based on individual learning profiles.

3.9.2 Inclusive Practices

3.9.2.1 Equitable Access: Ensuring all students have the necessary resources and support to participate fully in assessments.

3.9.2.2 Cultural Responsiveness: Recognizing and valuing the cultural backgrounds of students in assessment design.

3.10 Academic Honesty Policy Integration

Our assessment practices integrate and uphold the principles of academic honesty.

3.10.1 Education on Academic Integrity

3.10.1.1 Understanding Expectations: Students are taught about the importance of academic honesty, including proper citation and avoiding plagiarism.

3.10.1.2 Resources and Support: Guidance is provided on research skills and effective study habits.

3.10.2 Promoting Authentic Work

3.10.2.1 Originality: Emphasis on producing original work and acknowledging the contributions of others.

3.10.2.2 Academic honesty and AI: Permitted uses of generative AI (brainstorming, outlining, language support) must be acknowledged; direct text, images, code, or analysis generated by AI must be cited and may be restricted for specific tasks. Teachers may require process evidence (notes, drafts, oral defenses).

3.10.2.3 Consequences: Clear procedures are in place to address instances of academic misconduct, focusing on learning and growth.

3.11 Assessment Scheduling

3.11.1 Transparency: The assessment schedule is shared with students and parents in advance, outlining key dates and deadlines.

3.11.2 Balanced Workload: Scheduling considers student workload to avoid clustering of major assessments.

3.12 Reporting Timeline

3.12.1 Regular Updates: Report cards are issued once a semester.

3.12.2 Conferences and Meetings:

3.12.2.1 Parents can contact the school to schedule a parent-teacher meeting with teachers at any convenient time throughout the year to discuss student progress and address concerns.

3.12.2.2 The school will organize two main rounds of parent-teacher meetings each semester. Teachers will focus on students who need an intervention plan during the mid-semester round. The semester-end round is for every student and their parents.

3.13 Feedback Mechanisms

Effective feedback is a cornerstone of our assessment practices.

3.13.1 Characteristics of Feedback

3.13.1.1 Specific and Actionable: Feedback is clear, focuses on specific aspects of performance, and provides guidance for improvement.

3.13.1.2 Balanced: Highlights strengths as well as areas needing development.

3.13.2 Methods of Feedback

3.13.2.1 Written Comments: Detailed feedback provided on assignments and assessments.

3.13.2.2 Oral Feedback: One-on-one discussions to clarify understanding and support learning.

3.13.2.3 Rubrics and Checklists: Used to outline expectations and assess performance against criteria.

References

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