Smt. Sulochanadevi Singhania IB World School (DP) Thane

Assessment Policy

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Philosophy of Assessment

Assessment is an integral part of the teaching and learning process. The overall aim of this policy is to assist in the management and evaluation of students learning.

Assessment practices are devised to give the yard stick of measuring the holistic development of the student. The aim of assessment is not only to measure the success in terms of grades but also to create individuals in the society with international mindedness having discerning abilities and open minded, reflective personalities.

The assessment techniques are aimed at encouraging conceptual understanding, skill acquisition, and application of knowledge in challenging situations and hence are criterion based.

Objectives of the Assessment Policy

- To achieve the learning outcomes of the Diploma Program

- To provide clear understanding of assessment practices among all stake holders – teachers, librarian, counsellor, students and parents

- To execute 360 degree appraisal by way of self-reflection and peer assessment apart from formative and summative assessments.

- To provide effective feedback to all the concerned stake holders – students and parents.

Assessment Practices

- Formative Assessment

- Summative Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of class room practice and needs to be integrated into the curriculum. Formative assessment occurs during the learning process with the students receiving direct feedback to improve the understanding of their own learning. The dialogue between teachers and students is the vital part of the process. Variety of assessment techniques are used ensuring that they are appropriate to the context and maximizes the opportunities for student learning. (Refer to Appendix 1 for details.)

Formative assessments have to comprise of debates, role plays, dramatizations, field trips, model making, experiments to provide experiential learning environment, across all the subject groups. Case studies, presentations, projects and quizzes, group discussions, panel discussions induce research- oriented learning techniques among learners.

International student exchange programs, MUN (Model United Nations) expose students to global perspective.

Apart from above mentioned instruments formal assessments in the form of short tests, worksheets, assignments have to be conducted periodically to create a strong base for summative assessment.

Summative assessment is concerned with measuring student performance against diploma program assessment criteria to judge levels of attainment after the learning process.

Summative assessments are highly comprehensive and exam oriented.

The school conducts TOK conference and scaffolding sessions for the core component assessment through Callido software, annually.

The IBDP assessment concludes with the grading and uploading of the internal assessments of the Core subjects (Theory of Knowledge, Extended Essay and CAS), besides those of the individual group subjects.

Scheduling of Assessments

Every semester minimum of five formatives have to be conducted in every subject in order to provide students the opportunities to learn new skills and to achieve better results.

Feedback of every formative assessment has to be provided to the students by the faculty which accelerates the improvement in students' performance.

Two semester exams have to be planned approximately at equal intervals while taking into consideration the schedule of the mega school events. This will facilitate the self-management and comprehensive time planning for teachers and students.

Additionally, for year II students at least one and maximum of two mock examination have to be conducted. This will enable the students to measure the level of their preparedness for the upcoming IB examinations.

DP coordinator has to conduct the DP staff meeting in order to appraise them of the detailed procedure regarding the conduct of the upcoming summative assessment. This will enable the teachers to be aware of the timelines and rules, for the smooth conduct of the examination.

Internal Moderation

Internal Moderation of corrected answer scripts have to be done in those subjects where there are more than or equal to two faculty members. This can be done by exchanging and revisiting the few corrected answer scripts among the faculty members. This practice will ensure the assessment standardization.

Self-assessment

Self-assessment is a continuous process enabling the student to set goals and strategies for personal development. This has be done throughout the teaching learning sessions. Additionally students have to be guided to identify their weak knowledge areas in every subject and individual/ group sessions have to be organized by the teachers to strengthen these weak areas of knowledge. In case of the need, the school counselor and DP coordinator can also provide the necessary guidance.
Various activities have to be conducted to help the students to carry out self-assessment in area like ATL skills, unpacking of IB learner profile and TOK.

The students are introduced to the grade descriptors and the criterions for the Internal Assessment and are guided to self-assess their coursework according to the rubrics before it is submitted for moderation.

Peer assessment

Peer assessment mediated by the teacher either face to face or using ICT resources help students to understand learning outcomes explicitly. Peer assessment improves student understanding of course materials as well as improve their metacognitive skills.

While devising peer assessment, the students have to be directed clearly regarding the rubrics. Peer assessment has to be conducted with smaller unit during formatives. Smaller questions have to be included with precise solution. Multiplicity of sub-questions should be avoided in the main question.

Peer assessment works well for team based assignment and collaborative work like

- Group presentations
- Work done on group-IV project
- Grading each other's work under the guidance of the teacher by following the subject specific rubrics

Assessments during Adverse circumstances

(In case of any natural calamity/ pandemic/ any other disruptions locally or globally)

For the cohort

- Formative assessments have to be conducted online using various testing tools available on the internet with the help of video conferencing tools.
- Summative assessment have to be conducted in proctored mode, in order to facilitate the formal examination environment to the students.
- Feedback of performance of formatives as well as summative has to be provided using video conferencing tool.

For an individual

- In case of any candidate's inability to complete the written examination where the candidate has completed at least 50% of the summative assessments then in event of more than one examination being missed, it has to be at the discretion of the final award committee whether a grade has to be issued to the candidate or not.
- If a candidate is affected by an injury that prevents him/her from completing the written examinations, inclusive access arrangements have to be authorized. This may include additional time, use of a word processor and/or scribe if the candidate is unable to write.
- Student may be allowed to take medications if need be.

Internal assessment

Internal assessment is the important component of the overall IB assessment spread over the period of two academic years.

The teachers and students have to strictly adhere to the timelines prescribed for submission of Internal Assessment pertaining to the Core and individual subjects. Noncompliance to the deadline should be brought to the notice of the DP Coordinator and the parents. Non-submission/ Late submission of Internal Assessment work/ Academic misconduct will not be graded.

Detailed orientation of the Internal Assessment of every subject has to be done after the first semester exam of year 1. All the formal assessment criteria described in all the subject guides have to be unpacked to the students, by every subject teacher. The periodic check of the students' progress in IA has to be conducted by every subject teacher.

In order to give its due importance, a part weightage has to be allocated to IA, in the formative assessment of second semester of year I and throughout the year 2.

Uploading the appropriate grades for IA for every student in every subject on IB coursework portal at the end of year 2, is a crucial step towards the getting the overall IB assessment done for the cohort. Extreme care has to be taken by each faculty member for allotting perfectly deserving grades in accordance to the work submitted as Internal Assessment by the students.

Grading/ Marking

A marking scheme for all subjects has to be devised in line with the assessment policy and has to be continually reviewed and revised. The marking has to be objectively and consistently followed while providing positive feedback to students about their strengths and weaknesses.

All assessment has to be criterion based hence grade boundaries on a 7 point scale have to be used to ascertain the grades of the students. Grade descriptors for different subject groups have to be used to assess the student's work so as to encourage them to achieve their optimal potential. (Refer to appendix 2 for details.)

Clear rubrics in alignment with the assessment objectives specified in each subject guide have to be communicated to students so as to rule out subjectivity in marking.

The students have to strictly adhere to the timelines prescribed for submission of the Internal Assessment work. The students will also have to conform to the norms laid down in the Academic Honesty Policy.

Reporting & Feedback

Constructive and Comprehensive feedback about the performance has to be provided to the students and the parents regularly so that the progress can be monitored and the areas of improvement can be highlighted.

The feedback for formative assessments has to be oral and periodically done.

The summative examination marking scheme has to be discussed with the students when the papers are distributed after 10 days of the conduct of the exam.

The report card has to comprise of the Exam, Effort and Achievement grades with comments on the strengths and weaknesses (Social and Organizational Skills) of the students. This provides comprehensive analytical tool. The details of attendance have to be incorporated while reporting, which focuses on regularity and punctuality of the student.

- After every summative exam Teacher Parent Conference has to be scheduled in order to provide comprehensive feedback of the performance of their ward. This has to be facilitated by arranging meetings with every subject teacher on one to one basis and also with DP coordinator wherever required.
- The gradebook has to be uploaded on School's ERP portal Managebac after every semester.
- The physical copy of the overall performance at the end academic year has to be handed over to the parents/ students.
- Self-Assessment surveys are carried out to collect reflections from students and strategies are planned accordingly.
- Calibre baseline test and end line test for gauging the ATL (Approaches to Learning) skills of the students, have to be conducted (http://www.callidolearning.com) and the reports have to be generated and shared with the parents and the teachers.

Predicted Grades

The predicted grades will have to be based on the academic performance of the students over the two years Diploma course before they appear for their final exam. The teacher's interpretation about the student's aptitude and capabilities has to be of utmost accuracy while mentioning the predicted grades.

Links between assessment policy and other policies

Language policy

Language development is crucial for every IB learner as it enhances the communication skills both oral and written.

Languages have to be developed through various formative assessments like different types of debates, letter writing, speaking and listening activities, quizzes, mind mapping, online collaborative board work (e.g. Jam board, Padlets template), poster making, questionnaires, panel discussions, extempore, skit, crosswords, reviews, report writing.

Analysis of range of audio, visual and audio-visual text will aid the understanding and nuances of that particular language.

Language presentations enhance the understanding of various genres like advertisements, magazine covers, etc.

Presentations for literature acquaint students with the moral and ethical dimensions of literature while familiarizing them with rhetorical devices.

Speaking skills, analytical skills and critical thinking skills have to be developed through practice IOCs (Individual Oral Commentary) class discussions, use of flowcharts and spider web diagrams.

Admission policy

All students seeking admission for IBDP, have to answer an online standardized skill based test of 1 hour. This tests the basic reasoning, critical thinking and research and analytical skill of the candidate. The test will be conducted on Callido platform. ([https://caliber.callidolearning.com)](https://caliber.callidolearning.com)

Inclusive access policy

Inclusive assessment arrangements have to be provided to students with special educational needs and/ or with special assessment needs by seeking prior permission from the IB so as to claim any concessions/ exemptions. Such students have to be provided with the necessary learning support before the assessment in the form of remedial teaching / peer teaching/ one to one teaching to enhance their learning.

These accommodations have been evolved keeping in mind the national recommendations as also, the IB recommendations.

- Student has to be provided to take examination in a separate room to suit the needs.
- A reader/writer has to be provided as per the requirement of the student.
- Additional time has to be given to a student according to the student's needs.
- Student has to be allowed to take medications if need be.

In terms of coursework - internal assessments- similar aforementioned accommodations have to apply.

The School and its staff have to continuously monitor the progress of students identified as children with special needs and has to provide them the necessary support, also providing them with the required exam related arrangements.

Roles and Responsibilities for implementing and reviewing the Assessment Policy

All concerned stakeholders have to take cognizance of the Academic Honesty and the Examination schedules and conform to the same. The teachers are facilitators providing meaningful and timely guidance to the students assisting them in completing their work.

The teachers have to familiarize the students with the rubrics/ criteria required for each assessment.

The assessment policy has to be reviewed after 2 years and revised at the beginning of every academic session by a team comprising of the Head of the School, DP Coordinator, School Counselor, Librarian and subject teachers who are open to need-based changes. Representatives from the student and parent community can also be invited to attend the review meetings.

The reviewed assessment policy implementation to be facilitated by providing training and continuous support to all teachers in order to maintain the expected standards.

Communication of the policy

- The assessment policy document has to be included in the school's formal literature like school almanac, school website, etc. to appraise all the stake holders.
- Periodic in-class reading sessions of assessment policy document, have to be conducted to appraise the students of year 1 as well as year 2. This will enable them to know the assessment pattern by way of knowing grade boundaries and grade descriptors.

Appendix 1

Criteria for Formative Assessment

Descriptors of Assessment Objectives	Always	Often	Occasionally	Very rarely

KNOWLEDGE
 	
Pupil is able to
   - define a concept or an idea
   - identify formulae, rhetorical devices, images
   - recall and outline the steps of a process - reproduce previous learning to explain new ideas/concepts
   - defend inferences				

UNDERSTANDING Pupil is able to - explain how to accomplish a complex task - logically interpret graphs, charts ,diagrams or any other visual or auditory stimulus - infer effective conclusions from class discussions - make use of concepts learnt in new situations - communicate ideas using logical reasoning				
APPLICATION - Pupil is able to - classify given data and information - compare and contrast data, ideas, diagrams, situations, images - solve problems, puzzles, quizzes applying prior knowledge - discover new ways to solve a problem, new insights in a given situation - produce a logically structures explanation of a process, a piece of narrative or poem, designing solutions - demonstrates a good understanding of concepts by constructing new knowledge				

SYNTHESIS AND EVALUATION Pupil is able to - breakdown a body/ volume of information and analyze it to draw conclusions - distinguish the essential components of a literary work, a mathematical or scientific problem or a case study - illustrate a concept by selecting information from diverse sources - deconstruct passages from literary works, components of a case study and relate to specific areas of knowledge - summarize assumptions, inferences				
CREATING Pupil is able to - generate new insights - compose a body of analytical work - design a lab, a business plan, a real life solution, a communication network - -create a miniature model, new knowledge, a piece of literary composition				
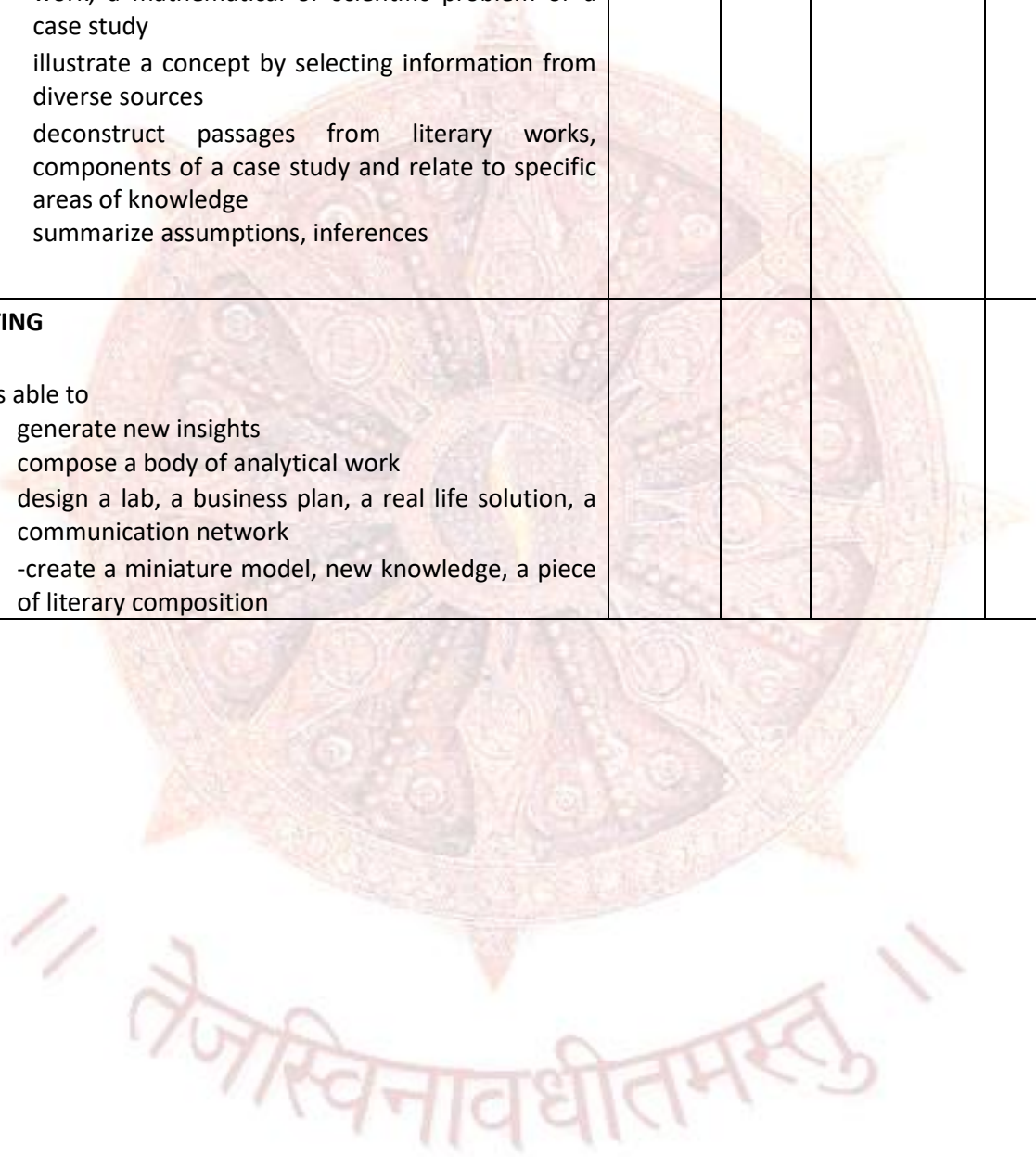
Appendix 2

ACHIEVEMENT GRADE DESCRIPTORS

Grade	Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

EFFORT GRADE DESCRIPTORS

Grade	**Descriptor**
A	Meets deadlines always, displays excellent standards of behavior and regularly demonstrates contribution in classroom discussions
B	Often meets deadlines, displays good conduct and behavior and participates in classroom discussion frequently
C	Meets deadlines sometimes, behaves satisfactorily in class and is able to contribute to classroom discussions occasionally
D	Needs reminders to meet deadlines and has to be made aware of the boundaries of class conduct. Also needs to be prompted for classroom participation.

Reviewed: May 2022

References

1) International Baccalaureate Organization,(2010), *Guidelines for developing a School Assessment Policy in the Diploma Programme*

2) International Baccalaureate Organization (2004), *Diploma Programme Assessment Principles and Practices*

3) International Baccalaureate Organization (2009), *Diploma Programme From principles to* practices

4) International Baccalaureate Organization (2009), *Diploma Programme Assessment guide for teachers and coordinators*

5) International Baccalaureate Organization (2009), *Diploma Programme Candidates with Special Assessment Needs*

6) International Baccalaureate Organization, *Grade Descriptors*

7) *Assessment Policies of :*

   (a) *Scottish High International School*

   (b) *Step by Step International School*

   (c) *NES International School*