



APEEJAY SCHOOL
INTERNATIONAL
South Delhi

APEEJAY SCHOOL INTERNATIONAL, SOUTH DELHI

ASSESSMENT POLICY

(Primary Years, Middle Years & Diploma Programme(s))

ASSESSMENT POLICY AT ASI

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ASSESSMENT POLICY AT ASI

ASSESSMENTS IN SEGMENTS

Assessment Policy in Primary Years Programme (PYP)

Assessments are considered to be an integral part of teaching and learning at ASI, ensuring the child's overall academic, social and cultural development in the programme. Assessment policy at ASI is aligned with IB assessment philosophy and informs the importance of assessments to all the stakeholders involved. The main objective of assessments at ASI is to provide students with feedback on their learning, in order to allow students to learn and improve further. At ASI we believe that each child is unique and a balanced approach is applied to assess their capabilities in order to quantify the skill set attained by a child at the different stages of the learning cycle. Evaluation is done through varied parameters and is communicated to the stakeholders transparently in order to understand and enhance the learning outcome needed in the due course of time. These informed assessments provide a platform to the students to reflect upon their own learning and evolve as inquirers and knowledgeable human beings.

Rationale

Assessments

- Enhance the teaching and learning process
- Are an integral part of the teaching and learning happening in the programme.
- Include prior knowledge testing for each and every topic done during classroom teaching.
- Include both formative and summative assessments undertaken throughout the year.
- Include preserving the records of the assessments undertaken in the due course of time.
- Help in achieving learning outcomes through planned curriculum objectives and goals using assessment data.
- Help students to reflect on each and every task undertaken.
- Update the parent body about the student's progress and support needed in special cases.

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Aims of Assessment Policy

Assessment Policy aims to have students' knowledge enriched through the journey of exploration, ensuring that they acquire the required skill set and compiling it so that they reflect the learning outcomes in their own way.

- It ensures the assessment is integrated into the curriculum transaction.
- Students are encouraged to reflect upon their learning through varied formative and summative assessments.
- Helps to keep a track on the progression of each student's learning outcomes.

Roles & Responsibilities

Role of Teachers

They should

- Understand the purpose of assessments and use appropriate tools and strategies for the same.
- Plan multiple opportunities for success.
- Give effective feedback to help students to improve further.
- Share evidence and data with students and the learning community.
- Reflect on evidence and data to improve own practice and to ensure informed planning and teaching.
- Encourage and support students' reflection.

Role of Students

They should

- Participate in designing their learning goals and success criteria.
- Be able to self-assess and discuss their progress towards achieving learning goals.
- Reflect on their learning and plan their next steps.
- Draw on feedback and multiple strategies suggested to make improvements.

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Components of Assessments in PYP

The assessment component in the school's curriculum is divided into four closely related areas.

- Assessing – How do we discover what the students know and have learned.
- Recording – How do we choose to collect and analyse data.
- Reporting – How do we choose to communicate information.

Assessing

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At ASI, the classroom employs a range of prior, formative and summative assessments, which demonstrate student achievements. There are no formal assessments in PYP. Assessments are ongoing and take the form of assessment for learning, as learning and of learning. The assessments include:-

- Pre-Assessment-** At the beginning of each Unit of Inquiry, teachers will assess children's prior knowledge and experience before embarking on new learning experiences.
- Formative Assessment-** Formative assessments are ongoing assessments and are interwoven with daily learning and helps to find out what the children know, understand and can do in order to plan for further learning and growth. For each Unit of Inquiry, teachers design at least three formative tasks with co-constructed success criteria and assessment tool. Formative assessments take a variety of formats that may include orals, debates, role plays, mcqs, etc.
- Summative Assessment-** In PYP summative assessments are opportunities for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It takes place at the end of a learning unit or process and includes assessment of all essential elements- knowledge, concepts, skills, attitude and action. Students also reflect on the development of attributes of the learner profile.

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Recording

The teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of strategies and tools:-

Assessment strategies

All students are observed systematically and regularly, with the teacher varying the focus from wider to closer.

Observations-

Observation of:

- Individual and general class behavior.
- Student interactions and response to instructions.
- Student application of what has been learnt.
- Skills – reading, listening, speaking, critical and creative thinking, self management and social skills

Performance Assessments-

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. Performance assessments are based on performance during role-plays, presentations, demonstrations, problem-solving tactics, response to challenges, Art and illustrations etc.

Process focused assessments- Students are observed often and regularly throughout the process. Multiple observations are made to enhance reliability.e.g. observations made during the project making process, writing process etc.

Selected Responses- Response to single and one dimensional exercise in the form of quizzes, summative assessments, timelines, solo performances, oral presentations etc.

Open-ended Tasks- Response to stimulus in various forms like writing, talking, drawing, enacting, reciting poems, singing songs etc

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Assessment Tools

Tools used for assessments are

Rubrics- These are an established set of criteria for rating students in all areas. Rubrics at times are developed by the students. The rubrics are used in all formative and summative assessments.

Exemplars- Samples of students' work serve as concrete standards against which other samples are judged. Generally there is a benchmark for each achievement level in a scoring rubric which is shared with the students to make them aware of expected outcomes.

Checklists- These are lists of information, data, attributes or elements that are presented.

Anecdotal Records- Anecdotal records are brief notes based on observation of students. "Learning stories" are focused, extended observations that can be analyzed later.

Continuums- These are visual representations of developmental stages of learning. They show the progression of achievement or identify where a student is in the process.

Reporting

Reporting on assessment is about communicating what students know, understand and can do. Reporting may take many forms including conferences and written reports. Effective reporting should:

- Involve parents, students and teachers as partners.
- Reflect what the school community values.
- Be comprehensive, honest, fair and credible.
- Be clear and understandable to all the parties.

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Conferences and Meetings

Parent Teacher Meetings (PTMs)- They are held at the end of every term. They are very useful tools to communicate learning and progress of students to their parents. These meetings are used by teachers and parents to apprise each other about the child's individual strengths and weaknesses and the way forward.

Student-led conferences (SLCs)- Student-led conferences are held twice a year. During these, the students are responsible for leading the conference and also take the responsibility of their learning by sharing the process with their parents. During a Student-led conference, the teacher

- Ensures that the students follow the road map for the SLC.
- Ensures that the students discuss and reflect upon the samples of work they have previously chosen to share with their parents. These samples can be part of the Portfolio or Gallery walk.
- Helps the students whenever they need by prompting.
- Hears the conversation between the parents and students.
- Writes anecdotes on students performance and their contribution.
- Ensures that the students and their parents fill a reflection sheet at the end of the SLC.

Three-way Parent Teacher Conference- Three-way conferences are held twice a year. These conferences are in a formal setting where students discuss their learning and understanding with their teachers and parents.

Portfolios- Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers, and is a record of students' involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and weaknesses as well as areas

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for improvement throughout the year. Students take ownership of their portfolios with the guidance of the teacher. Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios. Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include in their portfolios.

Written Reports- Written reports are sent at the end of each Unit of Inquiry. A report card is sent at the end of each term. These reports are developed keeping in view the local curriculum needs aligning with IB Requirements. The Report card informs of student progress and areas of improvement in UOI, various disciplinary and transdisciplinary skills of a child.

PYP Exhibition- In the final year of PYP, Grade 5 students put up an exhibition where every student demonstrates engagement with essential elements- knowledge, concepts, skills, attitudes and action. Students are involved in collaborative transdisciplinary inquiry that involves identifying, investigating and offering solutions to real-life issues or problems. They explore local as well as global issues and learn to make connections and dig deeper.

PYP Exhibition helps the students to develop and display the attributes of the IB Learner Profile.

Key Purposes of the PYP Exhibition

Students

- Explore local and global issues considering multiple perspectives.
- Demonstrate independence and take responsibility for their own learning.
- Develop and display the attributes of an IB Learner Profile.
- Engage in collaborative inquiry process and demonstrate approaches to learning developed over PYP years.
- Unite with teachers and parents; the stakeholders of the learning community.
- Take action as a result of their own learning.
- Celebrate their transition of learning from PYP to MYP

Assessment Policy in Middle Years Programme (MYP)

Rationale

ASI's mission is to impact education at large and build a profound foundation for life. Learning at ASI rests on three strong pillars, namely personal, social and emotional development of a child, developing critical thinking skills of the child and maintaining academic rigour to strive for excellence. We believe in fostering creativity that is vital in all spheres of life and critical in the middle years and needs to be sustained with rigour and discipline. This is where assessments become pivotal in promoting lifelong education and learning for our global citizens in the making. Assessments encompass the continuous process of documenting knowledge, skills, attitudes and beliefs, in measurable terms to promote an inclusive approach in the development of a child. They are meant to provide information about students' performance in the areas of both strengths and challenges. An assessment should also provide information on the efficacy of the programme. Assessments will focus on the knowledge and cognitive understanding of the children, their ability to analyse and assimilate information and instructions, and express their opinions and feelings at different stages of the learning process.

Aims of Assessment Policy

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning. The primary goals, as stated in "MYP: From Principles into Practice" (79) of the MYP Assessment at ASI, are to:

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.
- Promote positive student attitudes towards learning.

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- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts.
- Promote the development of critical and creative thinking skills.
- Support the holistic nature of the programme by including in its model the principles that take account of the development of the whole student.

Purposes of Assessments

Assessment is an integral part of teaching and learning process to ensure the effectiveness of the student's educational experience. It is important that varied assessment techniques should be used at regular intervals.

The following are the objectives for assessments which we at Apeejay school would be targeting as part of IB global community.

- To provide quality feedback to students so as to ensure growth in the learning of students.
- To prepare students so that they can meet the assessment requirements of MYP Assessments.
- To provide quality feedback to teachers regarding learner's stage in the learning process, level of knowledge acquired and the extent of skill development.
- To provide feedback to parents regarding student's progress through grades.
- Ensuring that assessment is criterion-related and not norm-referenced.
- Ensure that the assessment process is aligned with the school's assessment objective.
- Ensuring that the assessment process is reliable and trustworthy.

Assessment as a Collaborative Process

- Students have complete knowledge of how they will be assessed at every level of their learning process.
- Students are constantly engaged in both peer and self-assessment.

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- Students, teachers and parents play pivotal roles in the learning process wherein through assessments they can constantly collaborate and reflect on the learning outcomes.
- Students should be aware of their areas of accomplishments and improvement in the learning process.
- Feedback provided should avoid negativity and be encouraging.
- Assessment data lay the base for collaborative research and staff development.

Continuous Assessment as an Indicator of Effective Assessment and Assessment Practices

To measure the knowledge, understanding and skills attained by students, it is necessary that continuous assessment should form an integral part of the MYP. The school provides ample opportunities for continuous assessment through varied assessments. The faculty at Apeejay school will assess students continuously over a period of time through their performances in group projects, activities (individual or group activities). The students will be receiving feedback from teachers at regular intervals which will enable them to focus on their areas of improvement and consolidate on their strengths. Through continuous assessment, the teachers will over a period of time to ascertain the level of the student's progress and will be able to plan their teaching strategies so that effective learning takes place.

Components of Assessments in MYP

All students will appear for three types of assessments:

- **Formative assessment (During the unit)**
- **Unit Summative assessment (End of the unit)**
- **Term Assessment (End of each Term)**

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Formative Assessments

- Formative Assessments are checks for understanding to ensure informed teaching and learning practices. It allows teachers to monitor the progress of each student through the unit so as to be able to counsel and advise them.
- Formative Assessments take place during each unit and may be repeated many times over.

Summative Assessments

- These take place at the end of each unit of work and serve as indicators of student achievement in the particular unit against the MYP objective and the assessment criteria for that particular subject.

Term Assessments

Assessments in MYP are divided into four parts:

1. **SEPTEMBER**
2. **NOVEMBER**
3. **MARCH**
4. **MAY**

The September and March assessments will be progressive assignments as compared to November and May assessments which are achievement assignments.

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All the 4 MYP objectives need to be assessed by November and May respectively.

| ASSESSMENTS | TIMELINE | REPORTING |
|--------------------|-----------|--|
| MID TERM 1 | SEPTEMBER | TWO OR MORE MYP CRITERIA AND COMMENTS ON ALL THE CRITERIA ASSESSED TILL THE END OF OCTOBER. |
| TERM 1 | NOVEMBER | ASSESSMENT OF ONE OR MORE CRITERIA, HOWEVER BY JANUARY ALL THE 4 OBJECTIVES SHOULD HAVE BEEN ASSESSED AND COMMENTS ON ALL THE 4 MYP OBJECTIVES. |
| MID TERM 2 | MARCH | TWO OR MORE MYP CRITERIA AND COMMENTS ON ALL THE CRITERION ASSESSED TILL THE END OF MARCH. |
| TERM 2(FINAL EXAM) | MAY | ASSESSMENT ONE OR MORE MYP OBJECTIVES, HOWEVER ALL THE 4 OBJECTIVES SHOULD BE ASSESSED FROM MARCH TO MAY. TO CREATE REPORT, TASKS CONDUCTED THROUGHOUT THE YEAR SHOULD BE CONSIDERED OBJECTIVE-WISE USING THE BEST-FIT METHOD. |

Reporting- Comments need to be skill based and teacher should be able to justify the rationale behind the best-fit method.

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MYP General Grade Descriptors help arrive at a total of criterion levels for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Schools using the MYP 1 to 7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the total of the criterion levels into a grade based on a scale of 1 to 7.

Refer to annexure 1 - Objectives and Criteria for Assessment

Refer to annexure 2 - Grade Descriptors

Refer to annexure 3 - MYP Awards

Reporting in MYP

At ASI, we report on each student's development through:

- **Conferences [PTM]**
- **Written Reports [Term 1 and 2 Reports]**
- **Portfolio**
- **Teacher's Anecdotal Record Folder**

Conferences:

The purpose of conferences is to share valuable information about the student's progress. Parents, students and teachers are all valued partners in the reporting process.

At ASI we have 3 formally structured conferences:

OPTM (Orientation Parent Teacher Meeting) at the beginning of each academic session.

Term 1 PTM to share progress, concerns and areas of improvement.

Term 2 PTM (if required) for special cases put forward from the teacher's side and for those requested by parents.

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The following structure is used for the conferences:

Teacher - Student

These are designed to give students appropriate feedback so that they can reflect on their work and further refine and develop their skills. This is done frequently and is an ongoing process in order to support and encourage student's learning.

Teacher - Parent

This is done thrice a year to give parents information about the student's progress development and needs. This is an opportunity to share appreciation, to address concerns, answer parents' questions, define the curriculum program, and gather background information.

Three-way Conferences - These involve student, parent and teacher. They are done very rarely exclusively based on need of the situation.

Written Reports [Term 1 and 2 Reports]

The Written Report is provided at the end of Terms 1 and 2. The school strives to communicate, share and reflect on student learning at the end of each term. This is a Summative record for students, parents and the school on the student's progress. The Report indicates areas of strengths and improvement in all aspects of the curriculum. The learner profile, attitudes and skills of students are reflected in the comments written by the teachers.

Portfolio

Portfolio helps to identify a student's growth and to provide a continuum for students to track their learning process as well as their growth as a learner. The portfolio helps parents, teachers and students to understand the student's progress on all areas of the curriculum, handling attitudes, skills and traits of the learner profile. At the end of Term 2, children share their portfolio with their parents. The portfolio, which can be electronic or physical, consists of work samples of different subject areas, Summative Assessment results, and students' reflection sheets from all areas of development. Both the students and the teachers select items to go

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into the portfolio. Key work pieces in the portfolio have a reflection completed by teacher/student. The work collected reflects student's growth as a learner.

Teacher's Assessment Folder [Anecdotal Record]

Subject teachers will maintain an electronic assessment folder for the class. This includes ongoing assessments on all areas of the curriculum concerned with the students' overall development. This folder is kept with the teacher and is referred to when working on the written reports for Terms 1 and 2. In addition to this, class teachers will maintain an anecdotal record folder reflecting the concerns related to and growth of each student.

Assessment Policy in Diploma Programme (DP)

Rationale

Assessment is an essential part of the learning process which leads to better teaching and learning through a constructive process. Diploma programme provides various platforms including formative assessments, summative assessments, IAs and EAs which help in optimum utilization of teaching methodologies resulting in desired student achievement. Through assessments students get the opportunities to demonstrate their learning in the programme. Due to the essential role of assessments, certain expectations are required of and assumed by those committed to the programme. All stakeholders are the active participants in the entire process of an assessment.

Aims of Assessment Policy

ASI's aim fosters the overall development of a student focusing on academic as well as moral values as its core components. Academic performance of a DP student integrates varied skills with time management as one of the most important one to be taken care of. Assessments at ASI focus on the knowledge and the cognitive understanding of the students, their ability to analyze and evaluate the scenarios and express their opinions and feelings at each and every stage of the learning process. The essential aim of the assessments is to augment the potential of each student undertaking the programme. Assessments at ASI strive to build a platform for young minds, which are constantly motivated to think beyond the ordinary state to evolve as aspirants of the new creative world.

Types of Assessments: Criterion Referencing and Reflective Process in DP

Criterion Referencing

It is a type of assessment where the student's work is assessment based on the predefined subject specific criteria. Each criterion has its laid down descriptors based on which the student's work is assessed by the subject expert/facilitator at School. This indicates the level obtained by the student through the work submitted.

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Reflective Process in DP

Reflection is a key to improvement and attaining the desired target. Students at ASI are given ample opportunities to reflect upon their work at multiple stages. Through ongoing formative assessments students are provided a chance to reflect upon their own learning and improve upon the level obtained as per the given criterion bands by the facilitators. In addition to this, they also get a chance to reflect upon their learning through term end examinations (Term Examinations) by the facilitators' feedback on the following:

- Quality of the examination undertaken by the student.
- Content of the examination paper.
- Overall performance in the examinations.

Students are also encouraged to provide suggestions, if any, regarding the above.

Assessment Approaches

Approaches to Learning (ATLs) and Assessments at ASI

Bringing ATL into practice can be clearly seen in the cases of informed assessments (formative or summative) at school. Assessments play a vital role at ASI in order to provide effective teaching and learning at the School. Be it subject specific or core components criterion, each facilitator ensures to provide adequate support to the students at school, which in turn helps in meeting the deadlines set for the scheduled assessments in the programme.

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Components of Assessment in DP

The school carries out assessments in two ways:

Formative Assessments This acts as a chance for the students to demonstrate their learning in ways other than a stringent exam under timed conditions. This type of assessment aims at marking the child on understanding, interpretation and personal response. This is mainly in the form of feedback at the time when the student is working on an assignment, written or oral and not after the completion of the task. The formative assessment is not graded and is, in fact, more qualitative than quantitative in nature.

Summative Assessments -This is in the form of strict timed conditions of an exam with real 'IB' experience in the form of past question papers and examination conducting systems. Term examinations scheduled at the end of each term is categorized as Summative Assessments at the school. Such assessments are aligned to DP subject specific criteria and subject guide requirements These are a direct indication of the child's academic performance in a particular term. Scheduled assessments deals with a larger, pre-defined syllabus and the marks obtained from these carry the largest weightage in the report and are graded as per the subject specific EAs (External Assessments) percentages mentioned in their respective subject guides.

Each academic year is divided into two terms: **August to December** and **January to May**. Each term consists of an **Interim Report** (mid-term) and a **Term Report** (end of term).

Internal Standardization

Benchmarking the criterion - DP standardization is done by benchmarking the assessments through preparing the marking schemes for the summative assessments of various subjects at various levels offered at school.

Moderation Process - Moderation takes place in each subject by the HODs and the subject teachers marking the select answer scripts as per the marking scheme set by the department members at the school. This helps in establishing the common standards of marking at the school.

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Grading System

Grade boundaries for the summative assessments in DP at ASI

ASI follows standardized grade boundaries for each and every subject offered at the School. This has been finalized on the basis of numerous grade descriptors of varied subjects (which are relative in nature). The rubrics framed are followed in attaining IB points for both Interim as well as Term Reports each year.

Refer to Annexure 4 - DP Grade Boundaries

Updating student and parent community about the assessment criterion

Student and Parent community is apprised about the crucial DP assessment criterion through multiple platforms:

- Orientations - Numerous orientations for parents will be organized in order to make them aware of the rigorous assessments at the programme.
- PTM - Scheduled PTMs will also make them understand their child's performance in a better way.
- Meeting with DPC - Such meetings will help parents to minutely enhance their knowledge about the programme.
- Handbook for parents and students - This exhaustive document will include all the details about the criteria for the subjects offered at school.

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Internal and external assessments

Internal Assessments (IA)

Internal assessments (IA) and external assessments (EA) both cumulatively form an IB point for each subject offered in DP. Non submission of either of the components results in non completion of the subject's requirement in the programme. All DP subjects have specific IA component to be submitted to IB which is internally assessed by the school facilitators and externally marked by IBO. Facilitators at school project their subject's IA work over terms and provides the deadlines for various components to the DPC which are reflected in the school specific **DP-IA Calendar**. Students will provide the work as per the given deadline after which a feedback from the facilitator helps to follow it up further. This helps in understanding the quality and quantity of the work submitted by the students and helps them in attaining the benchmark for the specific component.

After receiving the final IA work from all students, facilitators marks the IA and enters the marks in IBIS in consultation with DPC. This task results in *Sampling* which opens the window for uploading the selected IA work to be sent to IB.

In addition to IAs, Eng A LAL HL essay, TOK & Extended Essay are also submitted to IB through the same process. The submission dates for these components are published in the **DP-IA Calendar** which is provided to both DP students and parents at the school.

External Assessments (EA)

External assessments comprise of 'pen and paper' tests at the end of terms, which each student takes after every six months. These assessments are scheduled ones, timelines of which are provided to all stakeholders at the beginning of each academic year.

The subject specific percentages are applied to such assessments, followed by Term Reports that are generated and showcased to all DP parents during scheduled PTMs at the end of each Term.

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Term one takes place in November whereas Term two takes place in May of each academic year. Timeline for the Term Exams are as follows:

- **DP - Year 1 - First Term - November, Second Term - May**
- **DP - Year 2 - First Term - November, Mock Exam - March**

| Examination | IA & Weightage | EA & Weightage |
|------------------|---|---|
| Year 1 | | |
| TERM 1 | Weightage as prescribed by subject specific guide | Weightage as prescribed by subject specific guide |
| TERM 2 | Same as above | Same as above |
| Year 2 | | |
| TERM 3 | Weightage as prescribed by subject specific guide | Weightage as prescribed by subject specific guide |
| Mock Exam | Same as above | Same as above |

Reporting of Assessments

The Interim Report is scheduled to be published in early October for the first term and by the first week of April for the second term. This report holds an account of all the formative assessments taken by the student (average of two per subject). It aims at pointing the students in the correct direction of understanding concepts and transcending classroom boundaries while, the children have a chance to display their natural talents. It also indicates where the child should concentrate for the end-of-term exams.

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The end-of-term report accounts for the marks obtained in the internal assessments, formative assessments and end-of-term examinations. This aims at keeping the students constantly in the 'learning' mode and also involved on a regular basis with the intricacies of their subject areas. At the end, the student is tested on all the knowledge that they accumulate over the term. The internal assessment is a judge of whether or not the child is meeting the required IB standards of learning by marking the students on their production of the required internals such as portfolios, essays, labs etc. This internal assessment attempts to inculcate the habits of academic honesty and deadline punctuality. This is published electronically which makes this report accessible to all teachers, parents and students at school.

DP Predicted Grades

The School will follow the below mentioned guidelines for the predicted grades to be generated:

- Interim, Term Exam marks and the IA status contribute in forming a predicted grade for the student.
- These grades are provided to all DP students after term 3 examinations. The grades will be finalized by the subject teacher in consultation with the HOD and the DPC.
- Predicted grades can also be provided to the students upon request before Term 3 examinations, which will again include a review of the student's performance at the time of request, based on which the grade will be released by the subject teacher in consultation with the HOD and the DPC.

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ALIGNMENT WITH OTHER POLICIES

ALIGNMENT WITH LANGUAGE POLICY (DIPLOMA PROGRAMME SPECIFIC)

Language Policy is linked with the DP Assessment Policy as the Language Policy mentions the assessments conducted for gauging the language proficiency level of students. Please refer to the Lang Policy for further details.

ALIGNMENT WITH INCLUSION & LEARNING SUPPORT POLICY

Inclusion & Learning Support Policy is linked with the DP Assessment Policy as it mentions differentiated assessment practices to be followed at DP for students whose special access or grants have been provided by the IBO. The Policy also specifies the various access arrangements provided to the students during all in-house as well as final IBDP examinations. Please refer to the Inclusion & learning support policy for further details.

ALIGNMENT WITH ADMISSION POLICY

Admission Policy is linked with the DP Assessment Policy as the admission policy mentions the assessments undertaken by students for admissions in Diploma Programme. Please refer to the Admissions Policy for further details

ASI COMMUNITY INVOLVEMENT

Each teacher at ASI is considered to be well versed with the school's Assessment Policy. The contributors of the steering committee for the Assessment Policy framed and reviewed as per the timeline comprises of School Principal, DPC, MYPC & PYPC. They all work in tandem for the ongoing development of the Assessment Policy at school and ensures the objectives laid down in the policy are taken care of at all times.

ASSESSMENT POLICY AT ASI

COMMUNICATION OF THE POLICY

ASI believes in a strong communication between all its stakeholders. All Policies at school are shared with governing body, administrators, staff, students and parents on a regular basis. Any updates if any that takes place after the review cycle are approved by the governing body and is released to the entire community thereafter for their consumption.

POLICY REVIEW TIMELINE

All policies at ASI are reviewed on an annual basis. The timeline for the same is as follows:

| Assessment Policy at ASI | Timeline |
|--|---------------|
| Policy Framed | December 2019 |
| Policy Review will be done in the month of | March 2020 |
| Policy Review due in the month of Finalization of Policies | July 2020 |

BIBLIOGRAPHY

- <http://www.ibo.org/>
- <http://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum>
- <http://www.ibo.org/programmes/middle-years-programme/curriculum/>
- [http://www.ibo.org/programmes/middle-years-programme/assessment and-exams/](http://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/)

REFERENCES

- https://resources.ibo.org/dp/resource/11162-3702/data/d_0_dpvyv_mon_1504_1_e.pdf The Diploma Programme-From principles to practice
- Assessments in PYP annotated sample-sample 16
- PYP teaching & learning-assessment
- Guidelines for developing assessment policy in the Diploma Programme

ANNEXURE

1. MYP OBJECTIVES AND CRITERIA

| | A | B | C | D |
|----------------------------------|---------------------------------------|--|---------------------------|--------------------------------------|
| LANGUAGE AND LITERATURE | Analyzing | Organizing | Producing text | Using language |
| LANGUAGE ACQUISITION | Comprehending spoken and visual texts | Comprehending written and visual texts | Communicating | Using language |
| INDIVIDUALS AND SOCIETIES | Knowing and Understanding | Investigating | Communicating | Thinking critically |
| SCIENCES | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |

ASSESSMENT POLICY AT ASI

| | | | | |
|--------------------------------------|---------------------------|--------------------------|-------------------------|---|
| MATHEMATICS | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| ARTS | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| PHYSICAL AND HEALTH EDUCATION | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| DESIGN | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP PROJECTS | Investigating | Planning | Taking action | Reflecting |
| INTERDISCIPLINARY | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

2. MYP GRADE DESCRIPTORS

| Grade | Boundary guidelines | Descriptors |
|-------|---------------------|--|
| 1 | 1-5 | 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. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Independently demonstrates critical and creative thinking. Generally inflexible in use of knowledge and skills , infrequently applying knowledge or skills. |
| 3 | 10-14 | 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. |
| 4 | 15-18 | 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. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understandings of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar |

ASSESSMENT POLICY AT ASI

| | | |
|---|-------|--|
| | | classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understandings 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. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understandings 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. |

3. MYP AWARDS

- ✓ MYP certificate
- ✓ MYP course results
- ✓ MYP record participation

ASSESSMENT POLICY AT ASI

✓ MYP CERTIFICATE

Students whose IB MYP course results meet certain conditions are also eligible to receive the IB MYP certificate. This award requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- Five on-screen examinations (one from each of four required subjects groups, plus an interdisciplinary assessment).
- One e-portfolio from a course of study in language acquisition.
- One e-portfolio from a course in physical and health education, Arts or design.
- The personal project.

In order to obtain the MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examinations in a language other than the student's chosen language and literature course

✓ MYP COURSE RESULTS

For MYP year 5 students who do not seek, or who do not succeed in attaining the MYP certificate, MYP course results will report their achievement in the programme.

ASSESSMENT POLICY AT ASI

✓ MYP RECORD OF PARTICIPATION

To achieve the MYP record of participation, students in schools that end the programme in MYP year 3 or year 4 must:

- Participate in the programme for at least two years and complete requirements in year 3 or year 4.
- Complete the community project.

This school-based award is not validated by the IB.

Full details of MYP awards and IB recognition are available in the IB publications of General Regulations: Middle Years Programme and Handbook of Procedures for the Middle Years Programme.

4. DP – Grade Boundaries

| Range(Marks out of 100) | IB Point |
|-------------------------|----------|
| 1-14 | 1 |
| 15-28 | 2 |
| 29-44 | 3 |
| 45-60 | 4 |
| 61-75 | 5 |
| 76-90 | 6 |
| 91-100 | 7 |