



ASSESSMENT POLICY

2022-2023

Guidelines for members of the Primary, Middle Year, and Diploma Programme School
Community

EGS, Karambur Village, Near Maraimalai Nagar, Chengalpattu Taluk, Kanchipuram District, 603209

OUR VISION

Ela Green School (EGS) is committed to offering value-based education, which will reinforce real-world skills, social and environmental responsibilities in the younger generation, enabling them to be future-ready.

THE INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

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Our Assessment Philosophy

The motto of EGS is *Fostering the idea of 'I Can.'* We aim to inculcate the joy of learning in every student and groom life-long learners capable of thinking and acting with an open-mind. Every student learns concepts through inquiry and exploration, builds his/her knowledge and skills through experiments, trial, and error; takes ownership of his/her learning and contributes to society through effective action. To fulfil these aims, and to build assessment capable learners, EGS considers assessments as a continuous and an integral process of learning and teaching. At EGS, we are committed to providing an inclusive and equitable learning environment for students with all language backgrounds. As an IB PYP and MYP authorized and DP Candidate School, we are committed to the below mentioned practices. Excerpts from Programme Standards and Practices (IB Standard C4: Assessments) are mentioned below.

- Assessment at the school aligns with the requirements of the programme(s).

PYP requirements

- Assessment at the school is integral with planning, teaching, and learning.
- Assessment addresses all the essential elements of the programme.
- The school provides evidence of student learning over time across the curriculum.

MYP requirements

- The school uses the prescribed assessment criteria for each subject group in each year of the programme.

b. Teachers standardise their understanding and application of criteria before deciding on achievement levels.

DP Requirements

- a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

The school communicates its assessment philosophy, policy, and procedures to the school community.

- The school uses a range of strategies and tools to assess student learning.
- The school provides students with feedback to inform and improve their learning.
- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s)

MYP requirement

- a. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

PYP requirement

- a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Objectives of the assessment policy document

Assessment is a practice that drives instruction and involves teachers, students, and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas of development. Information from assessment is used to identify learning targets and plan the curriculum. EGS strives to develop assessment tasks that are authentic. Assessments are Summative, specific, criterion related, varied, uses a range of measurement tools, and have real-world applications wherever possible. All participants in the process have opportunities to assess collaboratively through self-assessment, peer assessment, and teacher assessment. Teachers standardize consistency across the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students. This document aligns with the values and principles of the IB. It strictly adheres to several IB Standards and Practices.

Purpose of assessments

Assessments at EGS serve to promote

- excellence in learning
- joy of learning
- self-assessment and peer-assessment with the active support of the teacher
- mutual understanding between student and teacher on goal setting, pace of learning, and acquisition of knowledge and critical skills
- demonstrable skills of expression, collaboration, and service to others

- the general qualities expected of ethical leaders and fearless learners.

Characteristics of an effective assessment

Highly effective assessments are authentic, clear, and specific, varied, developmental, collaborative, interactive and open to feedback to feed forward (Adapted from Clarke 2012) (Appendix A). Developing the assessment capability within all the stakeholders of the learning community is crucial.

Defining features of assessments at EGS

Assessments in EGS acknowledge that:

- Each Student has a different learning style.
- Students have diverse cultural experiences, expectations and needs.
- Students perform differently according to the context of learning.
- Students need to know their achievements and areas for improvement in the learning process.
- Students receive feedback that is positive and/or constructive.
- Students get opportunities to improve on their performance in a non-judgmental environment.
- Students are differentiated to account for the diverse backgrounds of learners and account for inclusive education.
- Facilitators provide a wide variety of different assessment opportunities.
- Assessments will be authentic, engaging, relevant and generate appropriate responses that will measure students' conceptual understanding.
- Assessments must be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin.
- Measure what students understand, what they can do and what they know.
- Be both formative (to assist students in building understanding, skills, and knowledge) and Summative (to assess students' acquired understanding, skills, and knowledge).
- Be ongoing and reflective.
- Allow students to evaluate their progress and set targets for improvement.
- Be internally standardized both at departmental and grade level, and between the Secondary and Primary School, to ensure consistency.
- Be geared towards appraisal of a broad range of concepts, knowledge, and skills appropriate to an international and increasingly complex world.

EGS offers multiple opportunities for facilitators to collaborate and discuss about their units and assessment opportunities. Facilitators collaborate, plan, discuss, trial, and implement various assessment strategies. Facilitators are open to revisit their plan to modify, alter or change their assessment strategy throughout the unit informed by student's learnings. The school ensures continuous and rigorous training for its facilitators to design appropriate assessments.

Roles and responsibilities of the various stakeholders

Responsibility of the students:

- Demonstrate their knowledge, conceptual understanding, and skills through assessments.
- Know, understand, and participate in constructing the success criteria for the assessments.
- Share their learning with wider community.
- Be principled and courageous to self-assess their own learning as well as their peers.
- Exercise their agency to share their learning in the format of their choice.
- Adhere to Academic Honesty Policy.

Responsibility of the teachers:

- Inform the parents about their child's learning progress.
- Use a variety of strategies and tools to record students' learning.
- Give agency to the students in assessment tasks.
- Give timely and descriptive feedback to the students on the process and performance of their learning.
- Give evidence of student learning that can be understood by the parents.
- Review and reflect on assessments to inform teaching and learning practices.

Responsibility of the parents:

- see evidence of student learning and development.
- actively participate in all school wide events like reporting, SLC, Goal setting, acknowledging the formative assessments etc to support and celebrate the student's learning.

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;

- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments, and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e., general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in suitable time.

Expectations from parents

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go as far as to compromise the authenticity of the child's work.

The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student has access to all resources needed to complete their school work including a computer with an internet connection and resource books;

**Internet and library access is available on campus.

Role of ICT in Assessments

We at EGS integrate ICT tool in the teaching and learning as well as assessment. Students use Google slide presentation, Google docs, Power Point presentations etc. to display their learning.

Assessments in the Primary Years Programme

PYP assessments are transparent and it keeps everyone in the learning and teaching community informed. Assessments are closely monitored, documented, and used as tools for measurement. Every facilitator first collaborates and devises various strategies for assessments.

They list down factors that will be measured as part of the assessments. Facilitators incorporate essential elements and ensure assessments at the PYP level is completely transdisciplinary in nature. Additionally, stand-alone subject's assessments are held separately. Such assessments also fully cater to every PYP requirement of assessment. When inquiry is assessed, a facilitator assesses how the student expresses his/her conceptual understanding, knowledge, actions taken, possession and displaying of transdisciplinary skills and exhibition of the learner profile attributes.

(a) Dimensions of assessments

(i) Monitoring learning:

The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

(ii) Documenting learning:

The documentation of learning is a compilation of evidence of learning. Documentation is physical as well as digital, it is displayed or recorded in a variety of media forms. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. At EGS documentation includes;

- Portfolios, action board, learning journals, stories, are some formats that document learning goals, questions, reflections, and evidence of learning.
- Tools used for documenting learning include; exemplars, checklists, rubrics, anecdotal records, and portfolios.

(iii) Measuring learning:

The measuring of learning gathers "point-in-time" data on achievement and progress. Not all learning can be, or needs to be, measured. ¹Measurements tools can be school designed, government test or commercially available standardised tests to measure student

performance. At EGS, apart from formative, Summative, Self and peer assessments, we also consider following kinds of assessments:

- **Pre-assessment**: A quantified in-house test to measure the language and math skills to inform the teaching and learning in the new academic session.
- **Term End Assessment 1**: A quantified in-house test to measure the language and math skills to inform the teaching and learning that happened in term 1 and feedforward for term 2.
- **Term End Assessment 2**: A quantified in-house test to measure the language and math skills to inform the teaching and learning that happened in term 2 and feedforward for term 3.
- **Term End Assessment 3** : A quantified in-house test to measure the language and math skills to inform the teaching and learning that happened in term 3 and feedforward for the next academic session.

(iv) Analysing learning:

Teachers use multiple data points (Pre assessments, Formative, Summative, Self, peer, and term assessments) to evaluate student progress. Academic team at school supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time:

• **Teacher moderation:**

It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. At EGS, teacher's moderation through professional discussions around student samples is an effective strategy. Teacher moderation includes Evaluating the assessments, students' performance meeting the learning outcome, and feedback for teaching and learning process.

• **Reporting:**

Reporting informs the learning community about the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme. School employs open, transparent¹², and comprehensible process for reporting to provide useful information to parents and students.

At EGS, the following formats are used to report and communicate student's accomplishment to parents.

Format	Frequency
PTC: Parent teacher conference (This may take the form of two way or three way conference)	Thrice a year
Format	Frequency
SLC: <u>Student-led conference</u>	Once in a year
<u>Reports</u>	Thrice in a year, (end of each term)
PYP Exhibition	Once in a year for PYP 5
E-portfolio	Round the year
<u>Open House meetings</u> (Optional)	Once in a year

(b) Types of Assessments

Assessment	Assessment for learning	Assessment of learning	Assessment as learning
Purpose	To inform teaching and promote learning. It serves as feedback to teachers, students, and parents	To certify and to report on learning progress.	To support students in learning how to become a self-regulated lifelong learner (goal setting)
Features	Qualitative data Informal Indication of process Indication of knowledge/skill/ Conceptual understanding Differentiated assessment	Quantitative data (term end assessment) Indication of skill/knowledge Application of conceptual understanding Based on teacher/ student/ peer judgement Criteria-referenced Differentiated through readiness, interest	Students are active agents in their own learning by developing and using meta-cognitive strategies to: Plan learning goals Monitor goals Reflect to modify learning and to adjust learning.
Ways to report	Ongoing communication through e portfolio Regular formative assessments (oral and written)	Consolidated Reports Parent Teacher Conference (PTC) Student Led Conference (SLC)	Parent teacher student conference
Frequency	Pre assessment beginning of any unit	¹³ <u>Summative Assessment</u>	<u>Goal Setting</u> before the PTI (July)

	beginning of the academic year Numeracy and literacy skills- touching base with the last year <u>Formative assessment</u> Ongoing monitoring for Unit of inquiry Math Language (English, Additional Languages) Specialist subjects (PSPE and Arts)	Towards the end of every unit of inquiry (Units inside and outside the programme of inquiry)	Goal review twice, during term 1 and term 2 Self or Peer assessment Ongoing self and peer assessment to monitor Knowledge, Understanding and skills
Strategies (methods or ways to gather data)	Selected Response Constructed Response Open ended tasks Observations Learning centres	Open ended task Performance based task Close ended tasks Observation Process based task.	(Conferring, specific assessment tasks, student participation etc)
Tools help us to record data	Rubrics Exemplars Checklists Anecdotal records	Rubrics Exemplars Checklists Anecdotal records Standardized and non-standardized tests	Anecdotes Goal Reflection Log / booklet

Source: The table above is adapted and modified from PYP: Principles into practice

Assessments in the Middle Years Programme

Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competencies against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.

Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and Summative (which measure the amount of learning that has taken place).

The school expects level descriptors for Summative tasks to be distributed at least one week

in advance of student deadlines. Where appropriate, students are expected to submit the work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt. After a series of judgments are made, the rubrics, along with formative assessment data and Summative assessment data are used to make a final judgment using the “best-fit” approach (see pages 78 and 83 of MYP: From principles into practice, 2014). The final grade is based on the total of the four criteria along the following grade boundaries:

(a) Assessment cycle

Term 1	Term 2
<p>Formative assessment Will be taken during the unit. Formative assessments may be to test one or more of assessment criteria strands. Informal formative can be done as per the individual subject facilitator’s choice. Achievement level obtained in the paper will be considered for the “best fit” grade.</p>	<p>Formative assessment Will be taken during the unit. Formative assessments may be to test one or more of assessment criteria strands. Informal formative can be done as per the individual subject facilitator’s choice. Achievement level obtained in the paper will be considered for the “best fit” grade.</p>
<p>Unit end Summative assessment- Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit grade.</p>	<p>Unit end Summative assessment- Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit grade.</p>
<p>Term Exam- Will be conducted towards the end of Term 1. The following subjects will be included in the assessment up to MYP 3 Language & Lit, Language acquisition, Integrated / Discreet Humanities, Integrated /Discreet Sciences, Mathematics, Visual Arts, PHE, Design.</p>	<p>Term Exam- Will be conducted towards the end of Term 2. The following subjects will be included in the assessment up to MYP 3 Language & Lit, Language acquisition, Integrated / Discreet Humanities, Integrated /Discreet Sciences, Mathematics, Visual Arts, PHE, Design.</p>

<p>The following subjects will have only portfolio assessments in MYP 4 and MYP 5:</p> <p>Visual Arts, Design and PHE.</p> <p>Syllabus completed in this term will be included in Term 1.</p> <p>Will be assessed based on MYP assessment criteria.</p> <p>Achievement level obtained in the paper will be considered for the "best fit" suggestive grade of the student.</p>	<p>The following subjects will have only portfolio assessments in MYP 4 and MYP 5:</p> <p>Visual Arts, Design and PHE.</p> <p>Entire year's syllabus will be included.</p> <p>Will be assessed based on MYP assessment criteria.</p> <p>Achievement level obtained in the paper will be considered for the "best fit" suggestive grade of the student.</p>
	<p>Achievement levels obtained in all the units done in the year will be considered while calculating final grade at the end of the year.</p>

(b) Grading system

7	Boundary guidelines 28 - 32. Produces high - quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfer knowledge and skills with independence and expertise in a variety of complex classroom and real - world situations.
6	Boundary guideline 24- 27. Produces high - quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real - world situations, often with independence.
5	Boundary guidelines 19 - 23. Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Boundary guidelines 15 - 18. Produces good-quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Boundary guidelines 10 - 14. Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding or gaps. Begins to demonstrate some basic critical and creative

	thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Boundary guidelines 6 - 9. Produces work of limited quality. Expresses misunderstanding or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Boundary guidelines 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.
N/A	Not Yet Assessed.
INA	Incomplete Work.

(Source: MYP: From principles into practice, 2014, page 93)

Internal standardization in MYP – in the cases where more than one teacher is teaching the same subject group each year level, instances of internal standardization will take place to ensure a mutual understanding of criteria and application of levels of achievement. Supervisors of the personal project will also standardize. According to the guide MYP: From principles into practice (2014): “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (Page 83).

Grading system for MYP	
Suggestive grade that the student is likely to get at the end of Term 1 is decided based on “best fit” by the teacher after looking at Achievement levels of Unit Summative assessments and formative assessments and Achievement level of Term 1 assessments.	Suggestive grade that the student is likely to get at the end of Term 2 is decided based on professional judgement by the teacher after looking at Achievement levels of Unit Summative assessments and formative assessments and Achievement level of both Term 1 and Term 2 assessments.

*****End of the year grading for the report card will be the best fit grades of Term 1 and Term 2.**

(c) Assessments (Formative, Summative and Term end)

When will it be taken?	Formats	Prior information	Reportable	Checking
Formative (During class time)				
During each unit to check the understanding of the Unit Objectives.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, models etc.	Information about formative assessments will be given prior to the students.	Formative assessment with Unit criteria will be reported. Students get their guardians signature of the Task Sheet with grading.	Checking of formative assessments will be based on MYP assessment criteria which will be modified as per the need of the unit. It will be checked within 5 working days.
Informal assessments will be taken upon subject facilitator's decision as and when required.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, models etc.	Information about informal formative assessments may/may not be given prior to the students.	Informal assessments are not reportable. It is for the facilitators understanding and works as an aid for coming with grading during Professional judgement.	Checking will be upon the facilitator's choice before completion of the Unit.
Summative				
At the end of the unit or *Process based assessments which are ongoing or require 3 or more slots during the unit- will not be announced in advance, since these forms of assessments happen	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, models etc	Will be notified a week before for students and parents through the Students' Academic Diary.	Will be reported to parents and students with grading on their Task Sheet. A PTM also will be conducted to discuss the end Unit performance of the student.	It will be checked within 5 working days using the task specific criterion's as per MYP requirement.

through continuous evaluation.				
Term end assessment				
First term: December Second term: May	Online/ Pen and Paper	Dates of each subject with assessment details will be updated through circulars for parents and students.	Will be reported to parents and students through TERM end report card meeting	Deadlines will be given to teachers based on exam time table and email will be sent to parent and student containing the report before Parent Teacher Conference (PTM). Checking will be done based on task specific clarification.

(d) Exam guidelines for Facilitators.

Formative Assessment general guidelines

- The teachers may schedule formative assessments as per their teaching plan.
- The teachers may decide which formative assessments are reportable and which are not.
- The duration of formative assessment may be decided by the teachers as per the task.
- Type of formative assessment may be decided by teachers based on class requirement or teacher requirement for check for understanding.
- This assessment may be peer assessed, self-assessed or teacher assessed based on the type of Formative assessment planned.

Summative Assessment general guidelines

- The teachers may schedule Summative assessments as per their teaching plan.
- The duration of the Summative assessment may be decided by the teachers as per the task.
- Type of Summative assessment may be decided by teachers.
- The Summative assessment will be checked by the teacher and feedback will be given on the student paper for the student to reflect.
- The Summative assessment should be discussed with students once done.
- Summative Assessment will be rescheduled only for the students who miss this task on account of a school event.
- In case of any casual leave/sick leave, Summative assessment will not be rescheduled. Student will get the Summative assessment task sheet/paper. Student can choose to attempt the

task/paper from home and get the feedback from the respective teacher. Student will not get achievement level/score and marked as "Absent" for this assessment.

- Task Specific Clarification should be prepared and shared with students on or before the Summative assessment.

(e) Process to be followed for absentees

- Formative Assessment- Student to be marked as absent/subject to reason behind absenteeism the teacher and coordinator will take a decision to conduct it on a later day.
- Summative Assessment: - Summative Assessment will be rescheduled only for the students who miss this task on account of a school event.
- In case of any casual leave/sick leave, Summative assessment will not be rescheduled
- Students will get the Summative assessment task sheet. Student can choose to attempt the task from home and get the feedback from the respective teacher. Student will not get achievement level and marked as "**Absent**" for this assessment.

(f) Absenteeism during Term assessment

For candidate who misses his/her examination, this means that the students' performance through the year will be taken into consideration while taking a decision regarding promotion for the next year. Performance includes - feedback by the teacher, formative assessment, Summative assessment (end of the unit) levels/scores. The school will not reschedule exams if the student is absent because of personal reasons.

Note: Even if prior information has been given in above same circumstances the exams will not be rescheduled. In case of any sports event (interschool, nationals) or unavoidable medical condition, the exams will be taken after the actual exam takes place.

(g) Invigilation during Term assessments

When an examination is under way, following things should be taken care of:

- No additional time will be granted to students without authorization from the school. This information will be added in the exam time shared with invigilators so they are aware who get which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it.
- Subject teacher should not be the invigilator for the subject being examined.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

- (h) Decision regarding promotion to another grade
- The final decision regarding promotion of the student will be taken by the Head of School/Senior school /Principal/Programme Coordinator in consultation with the mentor teachers and subject teachers.

(i)Reporting – How do we report student learning?

There are a variety of methods employed at EGS for reporting. These include:

Semester reports

A Semester One and Two reports show the progress in all areas of the curriculum: ATL skills and subject grades.

Student-led conferences

What are 'student-led conferences'?

The ability to 'lead' the conference depends in the student's age, ability, and experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.

Why use student-led conferences?

'Conferencing' as an assessment and reporting tool is an expression of a fundamental belief that students can and should reflect upon and share responsibility for their own learning. It also communicates to the whole school community that we value the students in the assessment process by placing them at the very centre of their own learning and assessment.

- Conferences help develop constructive and open relationships and communication between students, parents, and teachers.
- Conferences offer students, teacher, and parents the opportunity to reach mutual understanding of the nature of the work completed and the progress it indicates.
- Conferences validate student learning and allow for discussion and explanation of individual achievements in a personal setting.
- Through focusing on student work and analysing what it demonstrates about the student as a learner, students, teachers, and parents are provided with an opportunity to address specific issues.
- Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers, and parents to collaborate in making plans and to provide encouragement for the student as he/she continues to learn.

How do we use student-led conferences?

The portfolio and any other significant and relevant student work provide the focus for the student-led conference.

- The student-led conference is scheduled to take place over a 45-minute period.
- The teacher welcomes the student and his/her parents to the classroom as they arrive and provides the student with the opportunity to talk with their parents.
- The student initiates the conference, walking their parents around the classroom to look at and discuss the work displayed.
- The student takes the parent on a learning journey around the classroom highlighting specific learning opportunities that has occurred in the classroom.
- The student and parents sit at a desk and take time to look through the portfolio and discuss the work included there and the formal teacher assessments and evaluations.
- Parents are encouraged to ask questions which will assist them in gaining information about the extent to which their child understands the purpose of the learning.
- Teacher's role is to assist the student with planning the conference. Then to assist the student as needed.

Parent-teacher interviews

Parent-teacher interviews may occur at any time during the academic year as EGS has an open-door policy. The teacher, parent or senior management team may initiate the interview. There is a scheduled parent/teacher interview time in Term 1 to review the start of the year. This is an opportunity to address goals and concerns for the upcoming academic year. In Term 2 another scheduled parent-teacher interview will take place to review the academic year.

(k) E-ASSESSMENTS IN MYP

- EGS shall prepare the students of MYP 5 to prepare e- portfolio of their own personal projects.
- Students will be prepared for on screen examinations based on the Subject units and will be given training for on screen tools.
- The Design subject will make sure they learn all the five On-Screen tools as referred by IBO requirements to appear for the online examinations.
- As EGS progresses towards MYP 5, it will be set to go for the e-assessments.

Evidence of application of the assessment policy in teachers, students, and parents

This will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow their students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.

- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers, and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress, and future goals.

This will be evident when students: (as appropriate and applicable)

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers, and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behaviour at school.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.
- Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

This will be evident when parents:

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the centre of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
 - Are invited to provide information to the teacher regarding their child's on-going learning.

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices. The school will publish an assessment program early in the academic year indicating the tasks that will take place throughout the year.

Role of Assessments in DP

How assessments may help teachers:

- Design tasks using prior knowledge of the students.
- Understand the gaps, misconceptions and strengths of the teaching program and learner outcomes in each student.
- Understand the need in differential teaching and assessment.

Set goals for student attainment.

- Use approaches to learning as effective tools to further learning.
- Broaden the learning opportunities provided to the students.
- Provide the appropriate remedial support.

How assessments may help students:

- Identify their strengths and areas of improvement.
- Work on their areas of improvement
- Know their misconceptions and gaps.
- Know where they stand in terms of learning objectives.
- Develop skills, which help them to learn by themselves and with others.
- Articulate and reflect on the process of learning.

Determine future choices based on their strengths and areas of improvement.

How assessments can help parents:

- Understand the learning journey of their ward₂₄
- Identify the strengths and areas of improvement of their ward.

- Give appropriate support to their ward.

How assessments can help Teachers, Coordinator, Principal, and the Director Education

- Assess the learner outcomes in each of the subjects taught.
- Suggest/take appropriate corrective action to improve the learning experience of students.
- Discuss with teachers on the measures to be taken to strengthen learning.
- Determine training needs for teachers and administrators.

Types of Assessment

Formative Assessments

Formative and Ongoing assessments may include

- Short tests, Concept mapping: To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge base.
- Quizzes, Class discussions, Role-plays, Debates & Oral presentations: To assess the presentation skills, knowledge, understanding of facts and communication skills.
- Projects, Research work or Field work: Involves students identify sources for information, collect data, sort, and interpret. Research skills, Transfer skills, social skills, and communication skills can be assessed.
- Class-work: Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc.

Summative Assessments

Objective of Summative Assessments

Considering that every subject has benchmarks of learning through grade descriptors, summative assessments are more on 'assessment of learning.' The outcome of summative assessments drives the reflection in processes of teaching, testing, grading, and training. Reflections involve those by students, teachers, school management and parents.

FORMAL IB ASSESSMENT

Internal Assessments

Internal assessments (IA) are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the classroom teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. The IA marks will contribute to the final IBDP grades depending on the weighting in respective subjects. IA will be scheduled across the two years duration of the course.

IA submission dates will be published and informed duly to students and parents.

External Assessments

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not awarded by the classroom teacher. These assessments are IB exams that are administered during the May session at the end of Year 2 of IBDP as well as essays that are sent directly to IB examiners for evaluation. IB Examination dates will be published and informed duly to students and parents.

Awarding of the Diploma

To achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for Theory of Knowledge and the Extended Essay, and complete the Creativity, Action, Service (CAS) element.

Candidates are required to fulfill certain requirements stipulated by the IB for the Diploma to be awarded. The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the conditions listed later in this document.

The school will follow the International Baccalaureate 1 (low) – 7 (high) grade scales. The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitment.

Grade Descriptors

Grade 7:

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

Grade 6:

A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students demonstrate originality and insight.

Grade 5:

A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students show evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrate originality and insight.

Grade 4:

A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

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Grade 3:

Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in a normal situation ²⁷with full support.

Grade 2:

Limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

Grade 1:

Minimal achievements in terms of the objectives.

Following are the conditions laid out by IBO in awarding the IB Diploma.

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Grade boundaries

Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty²⁸ for academic misconduct from the Final Award Committee.

A maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

PREDICTED GRADES

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- The predicted grade of the student will be based on the Internal Assessments and Mock Exam.

How is the IB DP assessed?

IB Diploma Courses focus on cognitive skills and affective capacities. To maintain congruence, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

To enable students to demonstrate their abilities, a variety of assessment methods, which consider the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require internal assessment, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

The nature of assessment varies according to the subject, but the general pattern is as follows:

Personal research work: All students must give evidence of their ability to carry out independent work in the form of:

1. An Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the EE supervisor/EE coordinator.

2. Guided coursework in some subjects. This work is internally assessed by the Subject teacher/Supervisor and is externally moderated by the IBO.

- Internal Assessment for the Theory of Knowledge, and all other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.

- Completed CAS Portfolio.

- Final written examinations held in the month of May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

GRADE BOUNDARIES

The grade boundaries are the percentage scores that you need to attain in your assessments collectively to achieve a specific level out of 7. They will vary from subject to subject and get adjusted every year, since IB grades are on a curve

(A student is graded in comparison to how everyone else did, and not in comparison to the maximum grade). Thus, grade boundaries are used as guidance, and they are not absolute.

Customized grade boundaries are used for reporting internally for Term/Semester grades.

Over the course of two years, the grade boundaries will gradually taper in terms of difficulty levels and syllabus covered until the point in time when examination is conducted. This will

ensure we get closer to an accurate picture of students' performance.

Absenteeism during exams

On grounds of serious illness or medical condition, students may be considered for re-conduct of the exam. However, absenteeism during IB Exams is subject to the policies set by the IBO.

Recording and Reporting

Report card will contain

- Semester grades
- Grade descriptors and teacher comments.

Differentiated Assessments

IB assessments address inclusivity, equitability and accessibility by:

using the principles of universal design of assessments, including cultural diversity and sensitivity to personal identity, in assessment design and development considering student well-being during assessment design and development providing inclusive access arrangements for students with access requirements supporting students who are impacted by adverse circumstances during examinations ensuring that evaluation of achievement is carried out in a reliable and valid manner by providing instructions to IB examiners to reduce or eliminate bias during the marking process.

IB supports students with learning, physical, sensory, emotional, medical and other long-term challenges in their IB assessments (both in Diploma Programme and MYP eAssessments). Inclusive access arrangements include flexibility in duration, flexibility in presentation of material and resources/reception of content, flexibility in response, use of human assistance, flexibility in equipment, setting or location based on the requirement. The school shall make necessary arrangements to support inclusive students, by registering them for inclusive support as per the guidelines given in <https://www.ibo.org/globalassets/new->

structure/programmes/equity-and-inclusion/access-and-inclusion-policy-en.pdf. IB approved support documents are to be provided by the parents for getting inclusive support during assessments.

Assessment policy and the connection to other policies.

- Academic Honesty Policy – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- Language Policy – All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language
- Special Educational Needs Policy – Assessments will follow all requirements outlined by SEN Policy.

This policy is due for revision in 2023-24.

Reference and bibliography

- Learning and Teaching- IB Resource Material
- "Assessment" ibo.org. N.p., 2019. Web. 17 Jan. 2020 <https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.16.5.3>.
- Assessment policy of
 - Fountainhead School
 - Ahmedabad International School

Appendix A: Characteristics of an effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.

- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

