

# GATEWAY INTERNATIONAL SCHOOL



## Assessment Policy

### **GIS VISION STATEMENT:**

Creating responsible global citizens who realise their maximum intellectual and human potential.

### **GIS MISSION STATEMENT :**

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.

### **MISSION STATEMENT OF IB**

"The International Baccalaureate 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 organization works with schools, government and international organizations to develop challenging programs of international education and rigorous assessments. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people with differences can also be right.

### **PRIMARY YEAR PROGRAMME**

***Gateway International School's Academic Honesty Policy is a working document which will be reviewed periodically by the Principal, Homeroom teachers and the coordinator.***

**ASSESSMENT PHILOSOPHY:** We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

**WHAT IS ASSESSMENT:** Assessment is all about measuring student's learning. There are a variety of techniques to understand student's learning and report on their achievements. A good policy and assessment practices act as a frame work to test a student's understanding and development.

Assessment policies describe the approaches that are used by an organization in its assessment practices. This is an integral part of the school policy and a tool to inform parents, students and school community about the curriculum, learning programmes and progress. This policy outlines the purpose, nature and different strategies used at Gateway International School.

Assessment involves three strategic points – collating the data, analysis of the data and reporting it to the parents.

- **ASSESSMENT:** Collecting information, collecting samples, recording observations
- **EVALUATION:** reflecting on data, making instructional decisions, encouraging self evaluation, celebrating growth, setting goals

- **REPORTING:** summarizing, interpreting, communicating

## **PRINCIPLES OF ASSESSMENT:**

The school understands that teaching, learning and assessment are intrinsically interrelated. We are guided by the following principles.

- Students have different learning styles
- Student should play an active role in peer and self assessment
- Students perform differently and the cultural experiences also influence their learning.

## **WHY ASSESS:**

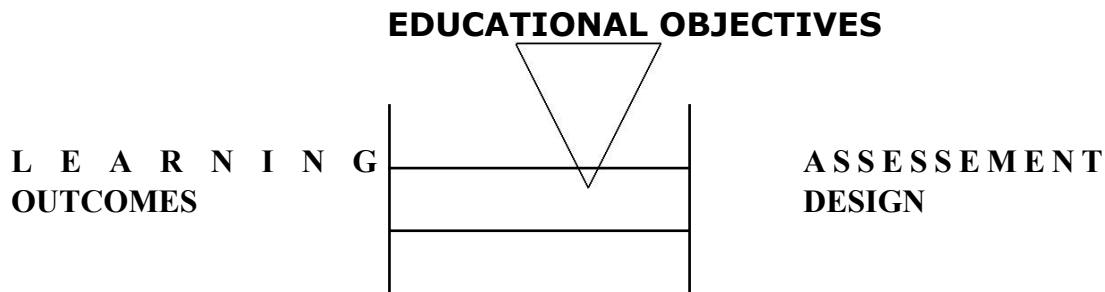
- The purpose to assess students is to enable them expand and enhance their understanding to a particular topic. This helps in reflecting on the quality of teaching as well the students understanding and also helps in enhancing the learning of the learner.
- During the teaching and learning process both the teacher and students will have a clearer vision of what is expected of them. The assessment shall be means to take decisions regarding the instructional needs of the individual learners.
- Helps in curriculum reviews
- Helps to monitor the individual progress.
- Engage the learner in reflection about his strengths and areas of improvement.

## **AIMS OF ASSESSMENT**

### **The assessment at Gateway International reflects the IB assessment policy (C4: Standards and Practices)**

- Assessment will be based on learning outcomes

- Teachers will employ and design a variety of summative and formative assessments
- The assessment process involves feedback and the reflection of the feedback is given to the parents and students.
- The assessment shall be a means to take decisions regarding the instructional needs of the individual learner.
- Assessment should address all the essential elements of the Programme.
- To be able to track student progress, benchmarked against prior data and then to act upon findings
- To ensure Student Learning and development related to all attributes of the IB Learner Profile to be assessed and reported.
- To ensure that the school has systems in place and all students can demonstrate a consolidation of their Learning through the completion of the PYP exhibition.
- To improve standards of attainment for all students
- To establish an agreed, consistent framework within which the School and individual departments/faculties can continue the systematic development of formative and summative assessment.
- The educational objectives, the learning outcomes and the assessment are intrinsically related.



### **ASSESSMENT SHOULD**

- Actively involve all learners we interpret this to be exemplified by stating lesson objectives and engaging the student in discussion of their own work.

- Central to the learning teaching process
- Based on information that is both relevant and manageable
  - Assessment and evaluation will not be confined to recall and comprehension but will include analysis, synthesis and evaluation.

### **ASSESSMENT CYCLE AT GATEWAY INTERNATIONAL CAMPUS.**

The academic year at GATEWAY INTERNATIONAL SCHOOL is divided into two terms. Each term is made of roughly 12 weeks excluding term breaks and term assessments. So in a span of twelve weeks assessments are done which could be in the following form.

All assessments strike a fine balance in evaluating content, knowledge and critical thinking skills.

- Tests contain a few questions related to content studied in previous month to keep the student's memory fresh.
- Every concept taught during the Term is tested. Students receive regular feedback particularly in regard to strengths and areas for improvement.

### **TYPES OF ASSESSMENT**

Assessment at Gateway International School is a structured and coherent whole which is an amalgamation of formative and summative assessment and where all the above mentioned principles are put into practice.

**FORMATIVE ASSESSMENT:** It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive. Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry.

The following principles are followed in formative assessment.

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as model for success.
- Students are given constructive feedback. The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives.

A variety of assessment forms will be adopted such as -Test, Quizzes, presentations, group discussion, assignments, debates, note taking skills, research papers, class participation, lab work, open book assignments, project work etc., The tools and strategies of formative assessment can be but are not limited to

### **TOOLS**

- Anecdotal notes
- Checklists
- Open-ended tasks
- Performance task

### **STRATEGIES**

- Observations
- Performance
- Process-focused assessment

**SUMMATIVE ASSESSMENT:** Summative takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned highlighting the knowledge, concepts and skills acquired through the unit of inquiry. Summative assessments may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge and process.

- The summative assessment tasks include skits portraying the central idea of the unit, PPTS, charts, poems, journal write ups pen and Paper test.
- Assessment tools include rubrics, check lists, anecdotal notes and teacher comments.
- Summative assessment tasks are planned keeping in mind the five essential agreements.
- Feedback methods may be in one or any combination of the following; numerical score, letter grade, developmental proficiency scale, narrative report, checklist, verbal report/conference.

## **DOCUMENTING OF THE ASSESSMENTS**

### **STUDENT PORTFOLIOS**

- **Purpose:** To identify student growth and to provide a continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers, and students on student progress for individual reflection, student-led conferences, parent-teacher interviews, and teacher reflection/data collection.
- **Self-Reflections:** This is to be a piece created by the student about
  - themselves at the beginning and end of each school year. Student describes themselves in anyway, drawing, writing, etc... (1 piece per year)
- **Units of Inquiry:** student-generated reflection for each unit from our POI or a student's response to a piece of work from the unit of inquiry (1 piece per year)

- **Language:** This section is to include any work from this subject, reading, writing, oral language, etc... (3 pieces per year)
- **Math:** This section is for students to include work they have done in math. (1-2 pieces per year)

### **CONFERENCES**

- **Three way conference (Child/Parent or Guardian/Teacher):**

A three way conference at the end of each term. This is an opportunity to address goals and concerns for the years to come.

- **Student-led conferences (Child/Parent/Teacher):** One student led conference will be done at the end of the academic Year. This is an opportunity for the student to lead their own conference with their parent to discuss their own learning and progress during the year. Student's reflected on their own growth and takes ownership for their own learning. In these conferences students will plan their own presentation, with teacher modeling and practice beforehand.

### **FEEDBACK AND REFLECTION**

- As a grade level or Homeroom teacher determines grading tools such as rubrics may be created as needed. Expectations and assessment format should be created, when appropriate, with student input and collaboration, particularly assessments related to units of inquiry.
  - In addition to ongoing classroom evaluations, as per the Gateway International School policy students will receive a formal report card. That report card will include their grades for all curriculum and students, teachers, and parents will have a chance to reflect on the Learner
  - Profile, Trans disciplinary skills, and the essential elements. These reflections allow the students to reflect on their "self" and set goals for the future. Parents are then asked to reflect on their own child's development and teachers are then required to reflect on each student as an individual and recommend goals and strategies for growth.



## **THE EXHIBITION IN PYP**

The Exhibition in PYP is done in grade 5 at the end of the academic Year it is in essence the culmination of skills and attitudes learnt during the entire PYP.

***This document is a working document which will be reviewed periodically***

### **MIDDLE YEAR PROGRAMME**

***Gateway International School's Assessment Policy will be reviewed by the Principal, staff members, the coordinator, and a special needs educator at the beginning of each academic year***

**Assessment Philosophy:** We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

### **What is assessment?**

Assessment is all about measuring student's learning. There are a variety of techniques to understand student's learning and report their achievements. A good policy and assessment practices act as a framework to evaluate a student's understanding and development. This assessment policy describes the schools approaches that are used by an organization in its assessment practices. This is an integral part of the school policy and a tool to inform parents, students and school community about the curriculum, learning programmes and progress.

This policy outlines the purpose, nature and different strategies used at GIS.

It involves three strategic points:

- **Assessment:-** Collecting information, collecting samples, recording observations
  - **Evaluation:-** reflecting on data, making instructional decisions, encouraging self evaluation, celebrating growth, setting goals
  - **Reporting-** summarizing, interpreting, communicating

### **Principles of Assessment:**

The school understands that teaching, learning and assessment are intrinsically interrelated. We are guided by the following principles.

- Students are differently able and have different learning styles
- Student should play an active role in peer and self assessment
- Students perform differently and the cultural experiences also influence their learning.

### **Why Assess:**

- To diagnose misunderstandings and misinterpretations during learning a particular topic.
- To take decisions regarding the instructional needs of individual learners.
- Helps in curriculum reviews
- Helps to monitor the individual progress.

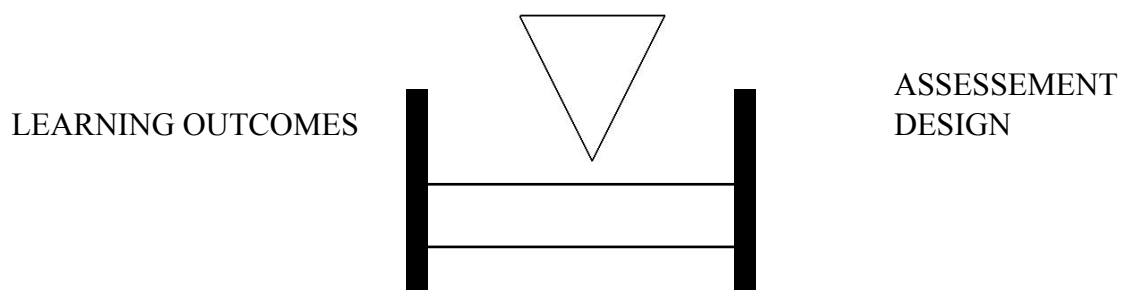
- Engages the learner in reflection about his strengths and areas of improvement.

### **Aims Of Assessment:**

- Is based on learning outcomes.
- Is a means to take decisions regarding the instructional needs of the individual learner.
- To be able to track student progress, benchmarked against prior data and then to act upon findings To improve standards of attainment for all students
- To establish an agreed, consistent framework within which the school and individual departments/faculties can continue the systematic development of formative and summative assessments.

The educational objectives, the learning outcomes and the assessment are intrinsically related.

### EDUCATIONAL OBJECTIVES



### **Assessment should**

1. Be central to the learning-teaching process
2. Actively involve all learners.
3. Be based on information that is both relevant and manageable

4. Not be confined to recall and comprehension only, but include analysis, synthesis and evaluation as well.

Illuminate qualitative aspects of learning: to reveal the true nature of the student's understanding of the topic

### **Assessment cycle at GIS campus**

Assessment at Gateway International School is a structured and coherent whole which is an amalgamation of formative, summative and self-assessment where all the above mentioned principles are put into practice.

1. Is divided into two terms.
2. Each term is made of roughly 18 weeks excluding term breaks and term assessments.

### **Formative Assessment**

- Through a variety of methods, ongoing and regular assessment is used during the teaching and learning process to inform teachers and students about how the learning is developing.
- Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.
- Formative assessments may take a variety of formats (including, for example, anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, student conversation, classroom

participation, individual and group information or progress, skill development, etc.).

### **Summative Assessment**

- Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance i.e. at the end of each unit/semester.
- The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. This allows the teacher to measure the student's understanding of the concept according to the objectives in each subject area, but also can inform and improve student learning.
- Summative assessments may take a variety of formats (including, for example, tests, examinations, reports, essays, presentation, projects, etc.).

### **Self –Assessment**

- In keeping with the ethos of approaches to learning, GIS also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.
- The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

### **Absenteeism during Assessments**

If a student misses semester assessment because of a serious illness or medical condition, the respective Coordinator after discussion with the Principal may at his/ her discretion conduct a re- assessment provided the illness is verified. With respect to examinations the policies set by the IB will be applicable.

### **Procedures followed by MYP teachers:**

- 1) Plan and prepare the assessment tasks as per the curriculum and unit planner.
- 2) Prepare two set of Question Papers – The coordinator has the right to change questions after discussion with the principal. One copy of the question paper should be submitted along with the blueprint to the Coordinator four weeks prior to the assessments.

### **Standardization of assessment tasks:**

1. The assessment task has to be collected from the respective Coordinator on the same day of the assessments.
2. The marking should be done according to the blueprint approved by the Subject Head /Coordinator
3. When monitoring or assessing student work staff must put initial, date and written feedback on the students work.
4. Department / Subject Head/Coordinator will be responsible for moderating the marking done by the teachers, before any results are released in order

to support and maintain the reputation and equity of the teacher and the school.

5. Students should be given the marked assessment task in a timely manner and teachers should discuss the lacks and areas of improvement with the class.

### **School Grading Policy**

- The student needs to maintain the norms of academic honesty.
- In case the work submitted by the student is not authentic he will not be graded as mentioned in academic honesty policy.

### **Result Analysis**

- After each term assessment the class teacher, with the help of the subject teacher prepares a statistical report based on the student's progress and updates the Coordinator/ Principal.
- Action plans for student's better performance are made on the basis of this report in consultation with subject teachers, Coordinators and Principal. Success ratings of previous years if available are taken and compared to see if action plans have their effect.

### **Special Provisions**

As per IB SEN policy, the students who have documented mild to moderate will be given special accommodations as per the recommendation suggested by IBO.

## **Facilitating Assessment**

- Refer to the —Assessment|| section in IB from principles into practice.

Consult subject guides. **Supporting Assessment**

### **GIS's expectations of the student**

The teacher can expect the student to:

- Be on-time to class and 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 colored pencils.

### **GIS's expectations of the teacher**

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 assessment task.
- Provide adequate access to materials necessary for the successful completion of any assessment task



- Assess all work appropriately and return it to students in good time with the feedback. For more detailed work, in the completion of MYP projects, teachers may take more than one week to return work.

### **GIS's expectations of the parent**

Parents are given orientation on Academic Honesty and also policy is available on school website. So that parents themselves adhere to Academic Honesty and role model same for their children. The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that

- A student should be provided with a quiet space at home and adequate time to complete their school work
- A student should have access to a computer
- A student should have Internet access and/or access to books/a library\*

\*Internet and library access is available on campus, both during and immediately after school hours.

### **Submission of Student Work**

At the beginning of each month, the monthly newsletter is sent to all parents indicating all the activities planned for the month with the time table and portions for the monthly summative assessment. All summative assessment is informed to students by email. The email will include the following features:

- Portions/syllabus for summative assessment
- Time table
- The criteria to be assessed, with generic descriptors and task-specific clarifications
- Task's due date

Formative assessment tasks to check for student understanding are more usually notified through student's homework diary with information about the teacher's expectations and task due dates.

### **Time, Procedure, Penalties**

- All work is expected to be submitted on the due date at the time specified in the student's homework diary.
- Work must be handed to the relevant teacher or submitted online when requested.
- It is the responsibility of the student to ensure that work has been received by the teacher.
- There will consequences for late submission of work. This will be determined by the professional judgment of classroom teachers and may take into consideration the following factors:
  - the age of the student
  - previous occurrences
  - the student's academic history (e.g. whether the student has specific learning needs)
  - other personal circumstances

- Teachers are encouraged to liaise with the MYP Coordinator if they have concerns over late/non-submission of student work.

Parents will be notified in writing when assessment is not submitted on the due date.

- In serious instances/re-occurrences, the MYP Coordinator will meet with students and parents.
- Work not submitted on time (without adequate explanation or being unreasonably late) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements.
- Incomplete work should be submitted on time despite not being finished.

## **GIS School Examinations: Specific Guidelines**

### **General**

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:

- General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
- Other materials specified by the school as required for a particular examination (for example, an electronic calculator).

4. The examination supervisor will decide where each student will sit during an examination.

11. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

### **End of the examination**

12. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.

13. Students must leave the examination room in a quiet and orderly manner.

### **Academic Honesty**

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance. Submission of student work allows staff to pass all students' assignments through —Turnitin.com||, to check for plagiarism.

### **Homework Policy**

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Homework assignments in Grades 6 -10 should be recorded in the Students homework diary, and homeroom teachers will check the students' work according to the time given for each work.

The school operates a homework timetable for students. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework club. Parents will be notified should a student repeatedly fail to submit school work.

*\*Facilitating Assessment adapted from ISP*

### **Internal standardization by the coordinator**

- Allows us to make consistent, reliable and valid decisions across different points in time. Prevents assessment creep, whereby assessment judgments change over time due to variables that challenge the

consistency of practice (staff changes, changes in student numbers or changing education demands).

- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

Internal standardization improves assessment because:

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

Internal standardization engages us in:

### **a) Learning Conversations:**

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with exemplars.

- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

### **b)Teaching Conversations:**

- Teachers learn from each other so curriculum and pedagogical content knowledge improves.
- Professional learning needs can be identified when analyzing the achievement data or through the moderation.
- Classroom teaching and learning programmes can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

### **a)Community Conversations:**

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with students and parents
- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

### **Reporting Communication System**

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of a student's learning,

identifies areas for growth, and contributes to the efficacy of the programme.

This gives a holistic view of the student's learning journey.

The following ways of reporting to parents will be used and have proved effective:

- Report cards: in which all teachers add achievement level of the students from their subject, and provide specific comments for further improvement.
- Parent conferences—in which teachers communicate student's performance, achievements and further support required to parents openly and transparently, possibly showing examples of each student's work.
- Student-led conferences—in which students share about their learning experiences with their parents, possibly supported with a portfolio of their learning experiences.

### **MYP Assessment**

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems, construction of a formal lab report, etc. that embrace a



variety of assessment strategies. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a –best-fit|| approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This –criterion-related approach represents a philosophy of assessment that is neither –norm-referenced (where students must be compared to each other and to an expected distribution of achievement) nor –criterion-referenced|| (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

### **How students are assessed in the MYP**

Students are assessed according to pre-determined objectives related to assessment criteria in a given subject.

- Students are given Subject Criteria.
- Student work is marked according to the Criteria.
- Students are assessed on their own level of achievement.

- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

### **Criterion-related Assessment**

The MYP assessment model is also described as criterion-related as it is based upon predetermined criteria that all students should have access to.

The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group.

The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

During reporting periods (end of semester 1 and 2), students will receive criterion related grades on a scale of 1-7.

General grade descriptors provide written descriptions of each of the grades from 1-7.

In order to determine term and final grades for the MYP, each subject teacher will apply the final criterion levels against IB MYP grade boundaries.

Given below are the subject-specific criteria and grade boundaries.

### **MYP SUBJECT CRITERIA ASSESSMENT SUMMARY**

Subjects	Criteria (A)	Criteria (B)	Criteria (C)	Criteria (D)
Language & Literature	Analyzing [8]	Organizing [8]	Producing Text	Using Language

(ENGLISH)			[8]	[8]
Language Acquisition	Comprehending Spoken and Visual Text [8]	Comprehending Written and Visual Text [8]	Communicating in response to spoken, written and/ or visual text [8]	Using Language in spoken or written form [8]
Individuals and Societies	Knowing and Understanding [8]	Investigating [8]	Communicating [8]	Thinking Critically [8]
Mathematics	Knowing and Understanding [8]	Investigating Patterns [8]	Communicating [8]	Applying Mathematics in real life contexts [8]
Sciences	Knowing and Understanding [8]	Inquiry and Designing [8]	Processing and Evaluating [8]	Reflecting on the impact of Sciences [8]
Design	Inquiring and Analyzing [8]	Developing Ideas [8]	Creating the Solution [8]	Evaluation [8]
Arts	Knowing and	Developing	Thinking	Responding [8]

	Understanding [8]	Skills [8]	Creatively [8]	
Physical Health and Education	Knowing and Understanding [8]	Planning for Performance [8]	Applying and Performance [8]	Reflecting and Improving Performance [8]

### **GRADE DESCRIPTORS**

<b>GRADE</b>	<b>BOUNDARY GUIDELINES</b>	<b>DESCRIPTOR</b>
1	0-5	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. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and 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

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		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 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.
6	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.

7	28-32	Produces high-quality, frequently innovative work.  Communicates comprehensive, nuanced understanding of
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		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.
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### Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- Determining grades using a proportion of scores for class work, homework and tests
- Determining grades by averaging summative performance scores over the year Using single pieces of work to determine final grades.

***This document is a working document which was rectified at the beginning of current academic year and will be reviewed at the beginning of next academic year.***

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## **DIPLOMA PROGRAMME**

***\*Gateway International School’s Language Policy will be reviewed by the Principal, staff members, the coordinator, and a special needs educator at the beginning of each academic year.***

### **1. Assessment philosophy:**

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student’s attainment and provides information to help the teacher plan the next stage of an individual’s or group’s progress and to further develop the work of the student.

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Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of expectations and good communication are shared responsibilities.

### **What is assessment?**



Assessment is a continuous process of evaluating teaching and learning. It is an essential tool that is used to improve and assist learning. Strengths and weaknesses are identified through assessment, although it never seeks to catch students out.

DP assessment is backward designed to ensure that students can approach it with the expectation that they will be evaluated on concepts and content that they have been exposed to in a variety of learning engagements. Assessment results enable teachers to adjust and design lessons that support all students and provide challenging experiences in the subject taught.

Assessment also provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Assessment in the DP supports curricular goals and encourages appropriate student learning. The emphasis is on criterion related as opposed to norm-referenced assessment. This method of assessment judges student work in relation to identified levels of attainment, rather than in relation to the work of other students. Assessment policies describe the approaches that are used by an organization in its assessment practices.

**The Assessment Policy outlines the purpose, nature and different strategies used at GIS. It involves three strategic points:**

- **Assessment:-** Collecting information, collecting samples, recording observations
- **Evaluation:-** reflecting on data, making instructional decisions, encouraging self-evaluation, celebrating growth, setting goals
- **Reporting-** summarizing, interpreting, communicating

**Principles of Assessment:**

The school understands that teaching, learning and assessment are intrinsically interrelated. We are guided by the following principles.

- Students are differently abled and have different learning styles
- Student should play an active role in peer and self- assessment
- Students perform differently according to the context of learning and the cultural experiences also influence their learning.
- Should receive feedback that is positive and constructive.

### **Why “assessment”?**

For many people the words “**assessment**”, “**examination**” and “**test**” have a similar meaning and are used somewhat interchangeably. For the purposes of this booklet, more specific meanings are necessary and the following will be adopted throughout.

**Test**—a collection of many short-answer questions (either selected-response/multiple-choice questions or questions requiring only a few words in response) that students must answer under controlled, isolated conditions in a set time. Often marked (or graded) automatically.

**Examination**—a collection of one or more tasks of various types (short-answer, extended-answer, problem-solving or analytical questions; sometimes practical or oral tasks) that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by examiner (or rater).

**Assessment**—a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student’s teacher.

- To diagnose misunderstandings and misinterpretations during learning a particular topic.
- To take decisions regarding the instructional needs of individual learners.
- Helps in curriculum reviews
- Helps to monitor the individual progress.
- Engages the learner in reflection about his strengths and areas of improvement.

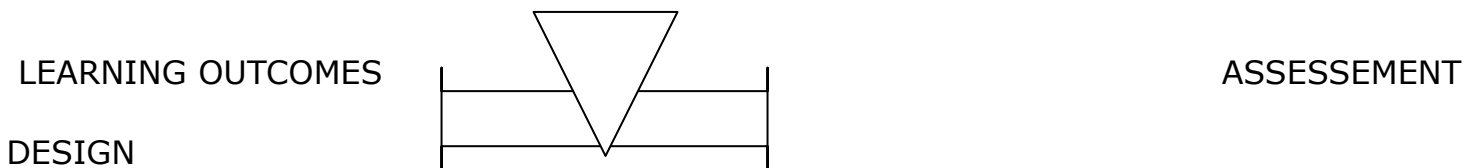
## **2. Aim of assessment:**

- Is based on learning outcomes.
- Is a means to take decisions regarding the instructional needs of the individual learner.
- To be able to track student progress, benchmarked against prior data and then to act upon findings
- To improve standards of attainment for all students
- To establish an agreed, consistent framework within which the School and individual departments/faculties can continue the systematic development of formative and summative assessments.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- 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 on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level, and between the Secondary and Primary School, to ensure consistency;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

The educational objectives, the learning outcomes and the assessment are intrinsically related.

### 3. Educational objectives



1. Be central to the learning-teaching process **Assessment should**
2. Actively involve all learners.

3. Be based on information that is both relevant and manageable
4. Not be confined to recall and comprehension only, but include analysis, synthesis and evaluation as well.
5. Illuminate qualitative aspects of learning: to reveal the true nature of the student's understanding of the topic.

#### **4. Guidelines for Assessment Practice**

1. All assessment at GIS is criterion-related; however for DP use distinct schemes and subject specific criteria. The final report card / transcript levels of DP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP. Grade boundaries are applied to determine the final level out of 7; for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at GIS.
3. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.

4. Each assessment activity must allow students' access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.

5. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.

6. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications.

**A well-constructed rubric should:**

- Support learning by providing clear guidance;
  - Provide transparency to the process for students, their families and teachers;
  - Provide clear, measurable evidence of learning;
  - Link generic descriptors and their command terms to task-specific clarifications.
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- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination.
  - Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.

- Feedback to students should be prompt (within 10 working days of work being submitted) and supportive
- Within the Secondary School, grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.
- When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers will consult subject guides, mark schemes and Examiners Reports on the OCC for current grade boundaries and criteria.

## **Internal and External Assessment**

Internal and external assessment is a feature of the IB Diploma Program. Internal assessment is undertaken by all Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment.

## **5. Assessment cycle at GIS campus**

Assessment at Gateway International School is a structured and coherent whole which is an amalgamation of formative, summative and self-assessment where all the above mentioned principles are put into practice.

1. Is divided into two terms.
2. Each term is made of roughly 18 weeks excluding term breaks and term assessments.

A distinction is often made between **summative** assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and **formative** assessment, aimed at identifying the learning needs of students and forming part of the learning process itself. Although these two functions are apparently quite distinct, the same assessment instruments can often be used for either purpose, the difference lying in the way the outcomes of the assessment are interpreted and applied (Black, 1993a; William and Black, 1996). Biggs

(1998) has also made it clear that it is not helpful to regard formative and summative assessment as being mutually exclusive.



The two approaches should interact and be mutually supportive. In the context of the Diploma Programme (DP), the term **formal assessments** preferred to describe all those assessment instruments that are used to contribute to the final qualification. Some of these instruments can be used formatively during the course of study as well as summative towards the end of it, an approach that has been proposed elsewhere. (for example, Lambert and Lines, 2000, Ch 10).

### 3. Formative Assessment

Formative assessment enables teachers to address the needs of individual students when planning units of work and designing learning activities. The emphasis here is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process (learning how to learn).

#### **The following list illustrates some practices that may be used:**

- Student self-evaluation supported by the teacher
- Systematic use of detailed assessment criteria (rubrics, matrices)
- an ICT resource such as a blog)
- Assessment tools which are primarily used for summative assessment adapted to use as formative assessment
- Homework

Through a variety of methods, ongoing and regular assessment is used during the teaching and learning process to inform teachers and students about how the learning is developing.

Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

Formative assessments may take a variety of formats (including, for example, anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, student conversation, classroom participation, individual and group information or progress, skill development, etc.

### **Formal Examination Sessions in the DP**

- **Grade 11**

Internal Exams are held in December and in May/June

- **Grade 12**

- Internal Exams are held in February and IB exams take place in May

### 4. Summative Assessment

Formal summative assessment in the Diploma Programme at GIS is defined as assessment directly contributing to semester grades, predicted grades and internal assessment grades. It is conducted primarily in the form of semester exams and also in the form of in class unit tests, projects and internal assessment tasks. The internal assessment final grade also contributes towards a proportion of the final IB Diploma Grade that is awarded by the IB. The weighting of the internal assessment grade varies between 20% and 30% from one subject area to another. The main goal of summative assessment is to support and encourage appropriate student learning.

- Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance i.e. at the end of each unit/semester.

- The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. This allows the teacher to measure the student's understanding of the concept according to the objectives in each subject area, but also can inform and improve student learning.
- Summative assessments may take a variety of formats (including, for example, tests, examinations, reports, essays, presentation, projects, etc.).

### 5. Self –Assessment

- In keeping with the ethos of approaches to learning, GIS also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.
- The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

### 6. Absenteeism during Assessments

If a student misses semester assessment because of a serious illness or medical condition, the respective Coordinator after discussion with the Principal may at his/ her discretion conduct a re-assessment provided the illness is verified. With respect to IB examinations the policies set by the Board will be applicable.

### **Procedure followed by teachers**

- 1) Plan and prepare the Semester Assessments Question paper as per the curriculum and unit planner.

2) Prepare two set of Question Papers – The coordinator has the right to change questions after discussion with the principal. One copy of the question paper should be submitted along with the blueprint to the Coordinator four weeks prior to the assessments.

### **Correcting Term Assessment Papers**

1. The answer papers have to be collected from the respective Coordinator on the same day of the assessments.
2. The marking should be done according to the blueprint approved by the Subject Head / Coordinator
3. When monitoring or assessing student work staff must put initial, date and written feedback on the students work.
4. Department / Subject Head/Coordinator will be responsible for moderating the marking done by the teachers, before any results are released in order to support and maintain the reputation and equity of the teacher and the school.
5. Students should be given the marked assessment papers in a timely manner and teachers should discuss the correct answers with the class.

### **Awarding Semester Grades:**

In each subject, the award of a summative semester grade requires the translation of a variety of criteria referenced grades awarded through each semester into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on

numeric scales, which differ by subject/course. Each Head of Department must have these criteria clearly identified in their curriculum documentation.

### **Awarding Grades for the IB Diploma Programme**

Grades awarded for criteria-referenced tasks are translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

### **School Grading Policy**

If the student fails to submit the work on time, he/she will not be graded.

- The student needs to maintain the norms of academic honesty.
- In case the work submitted by the student is not authentic he will not be graded as mentioned in academic honesty policy.

### **Special Provisions**

As per IBO SEN Policy, the students who have documented mild to moderate will be given special provisions as per the recommendations suggested by IBO.

### **Facilitating Assessment**

- Refer to the "Assessment" section in IB DP from Principles to Practice.
- Consult subject guides, mark schemes and Examiners Reports on the OCC for current grade boundaries and criteria.

### **Supporting Assessment**

### **GIS's expectations of the student**

- The teacher can expect the student to:
- Be on-time to class and 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 colored pencils.
- A "4" in the DP program is commonly seen as the minimum requirement to secure passing grade in external examinations.
- The parents of students who may be at risk of scoring less than 4 at the end of a semester should be engaged in a dialogue with the teacher and/or program coordinator aimed at implementing measures to improve learning.
- Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance.
- If the student has a learning issue, the school may develop an individualized learning plan to modify course objectives. Prior to release of semester grades the relevant IB program coordinator must be informed of any grade of 1 or 2 across the semester. The teacher awarding grades of a 1 or 2 should also supply the coordinator with the relevant correspondence with the student and parents, and all

information about measures taken to address the student's difficulties. This should be copied to the relevant Head of Department, Head of Grade and homeroom teacher.

### **GIS's expectations of the teacher**

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 materials necessary for the successful completion of any assessment task
- Assess all work appropriately and return it to students in good time with the feedback.

### **GIS's expectations of the parent**

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so 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 have access to a computer
- A student have Internet access and/or access to books/a library\*

\*Internet and library access is available on campus, both during and immediately after school hours.

### **Submission of Student Work**

All summative assessment criteria are informed to students by email. The email will include the following features:

- Portions/Syllabus for summative assessment
- Time table
- The criteria to be assessed, with generic descriptors and task-specific clarifications
- Task's due date
- An IB DP candidate should only receive a level 0 if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

At the beginning of each month, the monthly newsletter is sent to all parents indicating all the activities planned for the month with the time table and portions for the monthly summative assessment.

Formative assessment tasks to check for student understanding are more usually notified through student's homework diary with information about the teacher's expectations and task due dates.

### **Time, Procedure, Penalties**

- All work is expected to be submitted on the due date at the time specified in the student's homework diary.
- Work must be handed to the relevant teacher or submitted online when requested.



- It is the responsibility of the student to ensure that work has been received by the teacher.
- There will be consequences for late submission of work. This will be determined by the professional judgment of classroom teachers and may take into consideration the following factors:
  - the age of the student
  - previous occurrences
  - the student's academic history (e.g. whether the student has specific learning needs)
  - other personal circumstances
- Teachers are encouraged to liaise with the DP Coordinator if they have concerns over late/non-submission of student work.
- Parents will be notified in writing when assessment is not submitted on the due date.
- In serious instances/re-occurrences, the DP Coordinator will meet with students and parents.
- Work not submitted on time (without adequate explanation or being unreasonably late) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements.
- Incomplete work should be submitted on time despite not being finished.

## **GIS School Examinations: Specific Guidelines**

### **General**

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:

- General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
  - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
  5. Students must remain seated until permission is given to leave the examination room.
  6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

### **Late arrival**

7. Students arriving late for the examination will be not allowed additional time to complete the examination.

### **Malpractice**

8. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
9. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

## **10. Early departures**

11. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

## **End of the examination**

13. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.

14. Students must leave the examination room in a quiet and orderly manner.

## **Academic Honesty**

.If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic honesty, he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference

between these two possibilities will be one of intent. In serious or contested circumstances, the Principal will decide the outcome of the case.

Submission of student work allows staff to pass all students' assignments through "Turnitin.com", to check for plagiarism.

## **Homework Policy**

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

The school operates a homework timetable for students. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework club. Parents will be notified should a student repeatedly fail to submit school work.

## **Facilitating Assessment adapted from GIS**

### **Internal standardization**

- Allows us to make consistent, reliable and valid decisions across different points in time. Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

**Internal standardization improves assessment because:**

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

**Internal standardization engages us in:**

**a) Learning conversations:**

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with exemplars.
- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

**b)Teaching conversations:**

- Teachers learn from each other so curriculum and pedagogical content knowledge improves.
- Professional learning needs can be identified when analyzing the achievement data or through the moderation.
- Classroom teaching and learning programmes can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

**c)Community conversations:**

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with students and parents
- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

**DP Assessment:**

DP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

In order to provide students with opportunities to achieve at the highest level, DP teachers develop rigorous tasks such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems, construction of a formal lab report, etc. that embrace a variety of assessment strategies. In the DP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.

DP internal (school-based) assessment uses a —best-fit|| approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This —criterion-related approach represents a philosophy of assessment that is neither —norm-referenced (where students must be compared to each other and to an expected distribution of achievement) nor —criterion-referenced|| (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

### **How students are assessed in the DP**

Students are assessed according to pre-determined objectives related to assessment criteria in a given subject.

- Students are given Subject Criteria.
- Student work is marked according to the Criteria.
- Students are assessed on their own level of achievement.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

### **Criterion-related Assessment**

The DP assessment model is also described as criterion-related as it is based upon predetermined criteria that all students should have access to.

The DP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group.

The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

During reporting periods (end of semester 1 and 2), students will receive criterion related grades on a scale of 1-7.

General grade descriptors provide written descriptions of each of the grades from 1-7.

Given below are the subject-specific criteria and grade boundaries.

In order to determine term and final grades for the DP, each subject teacher will apply the final criterion levels against IB DP grade boundaries.

The DP's curricular structure defines the framework in which assessment must operate.

Individual assessment models are constructed for each subject at both HL and SL, for theory

of knowledge (TOK) and for the extended essay.

Two examination sessions are held each year, in May and November, with results being released in early July and early January respectively. The published results are made up of subject grades, which equate to diploma points, in the range from 1 (lowest) to 7 (highest) at HL and at SL, and grades from E (lowest) to A (highest) for TOK and the



extended essay. A matrix table converts the combined letter grades for TOK and the extended essay into a points score from 0 to 3.

CAS does not contribute to the points total, but authenticated participation in CAS is a requirement without which the diploma cannot be awarded.

Thus, the maximum possible points total for a DP student is 45 (6 × 7, plus 3). A student gaining 24 points or more, subject to certain conditions relating to the distribution of points across subjects, will be awarded the diploma.

The policy of making the same number of points available for both HL and SL courses, despite the difference in workload and achievement at the two levels, is a deliberate one, encouraging students to regard their SL courses as equally important to their HL courses. Students are encouraged to achieve their best across all disciplines and are appropriately rewarded for doing so.

All courses should normally have either three or four separate assessment components.

Where appropriate, these components will include internal (school based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed

### **Inappropriate grading practices**

The following grading practices are inappropriate and are counter to DP assessment principles.

- Determining grades using a proportion of scores for class work, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

## **Reporting Communication System**

- Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of a student's learning, identifies areas for growth, and contributes to the efficacy of the programme. This gives a holistic view of the student's learning journey.

**The following ways of reporting to parents will be used and have proved effective:**

- **Report cards**—in which all teachers add achievement level of the students from their subject, and provide specific comments for further improvement.
- **Parent conferences**—in which teachers communicate student's performance, achievements and further support required to parents openly and transparently, possibly showing examples of each student's work.
- **Student-led conferences**—in which students share about their learning experiences with their parents, possibly supported with a portfolio of their learning experiences.

## **Recording and Reporting systems**

- Teachers are required to continuously record the progress of students.
- These records are available to individual students and parents.
- Records need to be simple, clear and precise. Semester grades and predicted grades must be based on a range of evidence including but not limited to semester exam grades and unit tests. Where appropriate, e.g. internal assessment, they need to detail the targeted criteria.

**During the course of one school year GIS aims to formally report to all parents on four occasions as indicated below:**

• **1. October: Quarter Grades and Parent Teacher Student Conferences**

Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress to date. A snapshot-report indicating the cumulative achievement grades will be made available shortly before the conferences.

**2. January: Semester Grades and Diagnostic Reports:**

**For G11 students a diagnostic report is available which gives the following information:**

- An examination grade
- A semester grade weighted at 70% on exam grade and 30% on other summative assessment to date
- Approaches to learning expectations
- A comment from the teacher addressing the student that gives forward strategies based on performance to date that includes student targets for improvement with a clear indication of how they may be achieved.

**For G12 students a diagnostic report is also available that contains the following information:**

- A semester grade based on the work to date
- Approaches to learning expectations
- A comment from the teacher addressing the student that gives forward strategies and targets to aid students prepare for the internal exams in February. The comment should give a clear indication of how set targets may be achieved.

### **3. March / April: Quarter Grades/Exam Grades/IB predicted and internal assessment Grades, Parent Teacher Student conferences**

- G11 A quarter grade will be made available.
- G12 An examination grade will be made available.
- An IB predicted grade based on this performance and the internal assessment grades will be made available to the IB DP coordinator for uploading onto the IB information system.
- G11 parents are invited to meet with their son's/daughter's subject teachers to
- Discuss academic progress to date.

### **4. June: Exam Grades/Semester Grades and Written Report**

- A second diagnostic report is available to students of G11 that contains the following information:
  - An examination grade
  - A semester grade weighted at 70% on exam grade and 30% on other summative assessment to date
  - Approaches to learning expectations
  - A comment from the teacher addressing the student that gives forward strategies based on performance to date that includes student targets for improvement with a clear indication of how they may be achieved.

**At certain times of the school year, students in Grades 11-12 will sit for formal written examinations.**

**The results of these examinations should be recorded as follows:**

Grade 12 IB DP mock (trial) examinations occur in December, and these will include questions on material completed over the entire course of study. Individual results are NOT recorded as a part of a student's semester grade. Instead, examination results, recorded on the 7 (high)-1 (low) scale, are reported separately.

Grade 11 IB DP end-of-year examinations will include questions on material completed over the entire course of study. When material is drawn from work undertaken during the second semester, these scores can be a component of a student's semester grade.

Grade 11 end-of-year examinations will be reported separately

### **Result analysis**

- After each term assessment the class teacher, with the help of the subject teacher prepares a statistical report based on the student's progress and updates the Coordinator/ Principal.
- Action plans for student's better performance are made on the basis of this report in consultation with subject teachers, Coordinators and Principal. Success ratings of previous years if available are taken and compared to see if action plans have their effect

**This document is a working document which will be reviewed from time to time**

### **References**

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