



# SYMBIOSIS INTERNATIONAL SCHOOL

Research  
Documentation  
Collaboration **Credibility**  
Feedback *Lifelong Learner*  
Assessment Strategies  
FORMATIVE **COMMUNICATION**  
Honesty Summative **Style**  
Understanding Fairness  
Style Constructivist **Reliability**  
SELF-ASSESSMENT **Academic**  
International Mindedness *Sources* **Reflection** *Comparability*  
Competency Effective **Differentiation**

## ASSESSMENT POLICY

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## **Assessment Philosophy**

SIS recognizes that learning, teaching and the assessment of learning are interconnected and complementary. Learning outcomes form the lynchpin around which the whole program is developed. Thus, it is imperative to state these learning outcomes explicitly; these encompass knowledge and understanding of the subject as well as cognitive, personal and academic skills.

SIS believes that assessment is a three-pronged process: it monitors the progress of student learning and achievement; it provides coherent feedback for the student, parents, and external institutes and also paves the path for curriculum and assessment review. This philosophy is deeply embedded in the firm conviction that students have different learning styles, different cultural expectations and perform differently according to the context of learning. The assessments are focused on testing 21st century skills: the ability to organize information to solve problems, conduct investigations, analyse and synthesize data, self - monitor, work in teams and learn independently. Throughout the curriculum and instructional process, the assessment is criteria- related using published agreed learning objectives mandated by IB and made clear to the students by the teachers before the tasks begin. The assessment tools used are reliable, have clearly defined descriptors to stave off bias and subjectivity. Criterion referencing lends validity to the tools that measure for and of learning. SIS aspires to create constructivist classrooms where assessment is done via student works, observations, points of view and tests. The process of learning is as important as the product; hence these constructivist approaches tend to validate individual and cultural differences and diversity. Psychometric testing at all three levels is administered to gauge the ability, aptitude and personality traits. This provides a supportive framework that enables the student to make informed subject choices and the faculty to plan and use differentiated instructions and assessment. In consonance with the IB philosophy an eclectic range of assessment tools and strategies is used and performance is recorded systematically; the students and parents are given frequent feedback and effective interventions are suggested to plug the gaps in the learning. Regular systematic and comprehensive record-keeping and frequent reporting indicate targets for future, these targets catapult the students on an upward learning trajectory. The choice of tools used to assess are geared towards appraisal of concepts, knowledge and skills appropriate to an international milieu and an altering mosaic of the world.

## **Aims of the Assessment Policy: Common to all programs**

- To ensure that all objectives are assessed for each subject using a suitable range of strategies, innovative tools and instruments.
- To ensure that the assessment includes strategies to strengthen the student performance and skills towards the overall development and enabling them to be lifelong learners.
- To assess the student performance regularly as per the defined schedule (informed/uninformed).
- To ensure continuous improvement in the student/facilitator performance through specific feedback and scaffolding.
- To report and analyse the student performance to all the stakeholders regularly: students, parents and the school authorities.
- Assessment outcome should lead to some service component directly or indirectly.
- Assessment should reflect accurate demonstration of student performance and not just the mathematical average.
- Assessments should provide students the opportunity to imbibe the learner profiles to become global citizens.
- Develop disciplinary and Interdisciplinary understanding and help them in the next stage of learning.
- Assessments should develop concept and inquiry-based learning.

## **Assessment Strategies**

An assessment measures how and if students are learning and if the teaching methods are effective. It is important to develop and plan a range of assessment strategies to match all aspects of instructional goals at the beginning of the semester and to ensure that they are implemented throughout the entire instructional experience.

Keeping in mind the differentiated learner's due importance to be given to both the product and process of learning. Students demonstrate the desired learning outcomes to meet the vertical and horizontal needs of the curriculum.

At SIS, student achievement is evaluated by conducting a varied range of assessments on a regular basis throughout the academic year. They help to determine the extent to which students demonstrate desired learning outcomes.

## **Assessment tools or methodologies**

A varied range of assessment tools or methodologies used to evaluate students' achievement are tests, practical work, projects, presentations, oral work, quizzes etc., which also include peer assessments. Some assessments are marked automatically, some are marked by the teacher and some are carried out over a period of time. The style and format of the assessment is defined by the purpose for which it is conducted.

## **Formative assessments**

Formative assessments are a part of the learning process and the main purpose is to provide detailed feedback to the students on their strengths and weaknesses which in turn develop students' capabilities. Formative assessments measure student progress but they can also assess a teacher's own progress as an instructor. The primary focus of a formative assessment is to identify areas that may need improvement. Sometimes these assessments typically are not graded. Formative assessments can be in the form of class activities, reflection journals, practice labs, home assignments or any other submissions.

### **Teacher's Role and Responsibility**

Typically, in formative assessments, the teacher's role is of a supporter for learning who takes into account the right level of difficulty while designing the assessment and it is the teacher's responsibility to adjust this level as the student progresses.

## **Assessment AS Learning**

"Assessment AS Learning" takes place when students monitor their own progress, reflect on it and take responsibility for their own learning. This is achieved through self and peer assessments which give them opportunities to identify areas of strengths and weaknesses. In Assessment AS Learning, the students and teacher work in a collaborative manner in the assessment process, which is called 'co-assessment'. For example, setting up a rubric which clearly indicates marking criteria and which can be used for marking assignments, class participation, or overall grades. This helps the students to understand the teacher's goals for that particular course of studies and which in turn helps them to know where they are going overall. It is important to keep the focus of "Assessment AS Learning" on the quality (not quantity) of the work - and on constructive criticism - especially for self and peer assessment. This is where it becomes very important to focus on learning goals, rather than performance goals.

## **Summative Assessment**

Summative assessments are generally conducted at the end of a unit or at the end of the learning process in order to determine students' level of achievement. Summative assessments are conducted to assess what has been learned and how well it was learned. Teachers ensure that the assessments are valid, they are reliable and unbiased. These assessments are graded and they indicate whether the student has an acceptable level of knowledge and if the student is ready to proceed to the next level. Summative assessments can be in the form of class tests conducted at the end of a unit, term end examinations, project work, portfolios, final examinations etc.

**A write-up on Assessments during the Pandemic is appended at the end of this document.**

## ASSESSMENT PRACTICES AND STANDARDIZATION

### DIPLOMA PROGRAM

Student achievement is evaluated by conducting a varied range of assessments for all subjects on a regular basis throughout the academic year. They help to determine the extent to which students demonstrate desired learning outcomes. This informs the teachers if the student is achieving his/her capability. In case of distinct levels of achievers, various tools like remedial classes, extra worksheets, peer assessments, group activities etc. are put in place to reduce the gaps between the learners in a gradual manner.

At least 2 formative and summative assessments (class tests) are conducted per month for each subject, which are scheduled week-wise for each subject group. This also includes formative assessments conducted for the IB Internal Assessments (IA).

Timely notifications are sent to the students and the parents through an email and through the school management software. The notification includes the assessed curriculum, the IB assessment criteria or assessment objectives and the scheduled time and date. For all assessments, the pattern is IB-specific for all the subjects. The feedback on the assessment is given within the 2 working days after the assessment.

The marks of the summative assessments (class tests) are published on the school management system immediately after the evaluation and are informed to the parents.

Two Term End Examinations take place in the months January and May respectively. The second academic year of the Diploma Program begins in the month of August. In the second year, the first Term End Examination is conducted in the month of November. All the Internal Assessments and Extended Essays to be submitted to the IB are completed by the month of February. The Internal Assessments are graded by the subject teachers and the marks are submitted to the IB for moderation according to the IB submission deadlines. The school conducts 2 Mock Examinations in the months of February and March before the Formal IB Assessment takes place in the month of May every year.

**Calculation of Grades:** The grades for the summative assessments are calculated as per the latest subject specific IB grades boundaries. The predicted grades submitted to the universities are based on the grades achieved in the latest term end examination and the predicted grades which submitted to the IB are based on the grades achieved in the second Mock examination, the final internal assessments marks granted by the teacher and the teacher's prediction of the marks for the external assessment component submitted to the IB (if any). Teachers' observation and perception also plays an important role in predicting the IB grades. Overall grading is based on the scale of 1-7

**Recording the assessment:** The results of all the assessments including the Term End examinations are recorded in the teachers' log books as well as in the School management software system.

**Reporting the assessment:** In the first year of the Diploma Program, a parent-teacher meet (Forum) is conducted in the month of October and a consolidated class test report is discussed thoroughly with the parents. Parent-teacher meetings are also organized within a week after all the Term End Examinations and after the first Mock examination. Ad Hoc one to one interaction takes place between the teachers and the parents. Detailed Performance Reports are generated and discussed with the parents. The performance reports include component marks, suggestions for improvement, class-wise grade status and also teacher's comments about the student's submissions and general conduct. The reports include subject specific assessment objectives and a table of school grade boundaries too. The results of the second Mock examination in the month of March are sent to the parents via emails. No Parent teacher meeting is conducted after the second mock; however, the papers are discussed with the students in the school.

It should be noted that in the second year of the Diploma Program, the performance reports do not include the final Internal Assessment marks/grades.

### **Analysis of assessment data**

At the end of the term, the students' performance and achievement in each subject is analysed by the teachers by conducting collaborative meetings.

### **Submission and assignment policy**

The submission and assignment policy of the school demands timely submissions, following the deadlines specified for all assignments. The submission deadlines for the Internal Assessments and External Assessments are specified in the school calendar and/or intimated by the subject teachers at the beginning of the year to the students and the parents. The deadlines are also reiterated from time to time during the academic year.

## **CAMBRIDGE – IGCSE**

Two formative /summative tests are conducted every month and 20 % of the score is added to the final score of the Term End Examination. Term end examinations are held twice in an academic year. In addition to this the students of the first year of IGCSE have February assessment. The duration for February assessment is one hour for each subject and no weighting is awarded for class tests. The students of the second year of IGCSE have two Mock Examinations to help them prepare for the final IGCSE qualification. Mock 1 is held in January and Mock 2 is held in March, no weighting is awarded for the class tests. Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities. Cambridge IGCSE examination sessions at Symbiosis occur once a year; in May-June and results are issued in August. In all subjects the assessment is externally done by CIE, only

for the second language speaking component the recording is assessed in the school and sent to CIE for moderation.

### **Calculation of Grades:**

Grades for all the school assessment including class test are benchmarked using eight internationally recognized grades, A\* to G, which have clear guidelines to explain the standard of achievement for each grade according to Grade thresholds.

### **MIDDLE YEARS PROGRAM**

1. Assessments are carried out within a subject with more than one teacher teaching the subject.
2. In Language Acquisition, Individuals & Societies (which include more than one subject areas under them) however as a practice the subject group leader and teachers discuss the final grades at least twice in the term. The subject group leaders ensure that the standardisation takes place.
3. After the unit end exam, the teachers across different subject groups discuss three graded assessment samples (high achievers, middle achievement group & lowest achievement levels) and share their understanding with the colleagues teaching different subject groups.
4. Teachers also prepare task specific descriptors for each end of unit assessment to bring about more clarity in the criteria.
5. Teachers prepare strand wise questions for written assessments to meet the criteria expectation.
6. In subject groups like Digital Design, as there is only one Facilitator. The Digital Design E-Journal and the student's final product is shared with other MYP Digital Design Facilitators from other schools.

### **Standardization of Community Project:**

The project in-charge conducts workshop for the supervisors to

The Supervisors meet to come to a common understanding on the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgments.

Final grades are assigned after consulting the external assessor.

### **PRIMARY YEARS PROGRAM**

“Instruction and assessment are often two sides of the same coin and the relationship between them is continuous and reciprocal”. (Murdoch 2015)

Assessment is integral to teaching and learning. It is central to the PYP goal of thoughtfully and effectively supporting students through the essential elements of learning: the acquisition of subject specific knowledge and skills, the understanding of concepts and the development of approaches to

learning. Assessments at SIS are therefore used as a tool to evaluate the depth of the curriculum and the effectiveness of the teaching and learning process.

### **Why do we Assess (Purpose of Assessment)**

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It provides a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the program. It also offers information on student's learning to parents, administrators and other stakeholders.

At SIS, we believe well-designed and effective assessment is central to engaging students and allows learners to consolidate their learning.

### **Characteristics of Effective Assessment**

- **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 in order 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.

### **What to Assess**

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry as well as the product of inquiry. The teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning. At SIS, the learners are assessed based on the knowledge of facts, understanding of the concepts and the development or growth of skills over a period of time. The success criteria are either known to the students or are co-constructed with the learners, allowing them to be involved in the learning process and taking ownership of their own learning.

## How to Assess

PYP assessment has four dimensions: Monitoring, Documenting, Measuring and Reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.

Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value.

### A) Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

### B) Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understanding or skills.
- **Portfolios:** The Learner Portfolio is a purposeful collection of student work that is designed to identify student growth and provide a continuum for students to track their learning process. Portfolios enable students to reflect on their learning and identify their strengths, as well as areas for improvement, throughout the year.

### C) Measuring learning

The measure of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured.

- **Pre-Assessment** - The assessment of a student’s prior knowledge and experience, which will be evaluated prior to new learning experiences.
- **Assessment for learning (Formative assessment)** - Provides information and evidence of student understanding that is used to give timely feedback and design the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

- **Assessment as learning** – Students reflect on their own learning and their progress towards their goals. May include the following  
 Self-assessment - Tasks in which students actively reflect on their performance on assignments.  
 Peer and group assessment - Tasks in which students actively evaluate each other's learning by providing feedback.

#### **D) Reporting Learning**

It is the process of communicating the knowledge and understanding gained from assessing a student's learning. Reporting practices at SIS include

- **Parent /Teacher Conferences**

Parent/Teacher Conferences occur at the end of each term. In these conferences, parents and teachers discuss the progress of each student's learning and identify areas for growth.

- **Student-Led Conferences**

Student-Led Conferences take place after each unit and are a review of the work that has happened during the course of six weeks. Students lead their families through various activities in the classroom and sharing of their learning portfolio, to demonstrate their personal and academic growth. Student-Led Conferences conclude with a family reflection.

- **The PYP Exhibition**

The PYP Exhibition is a collaborative experience that provides students an opportunity to identify, explore and investigate issues of personal interest. In Symbiosis International School, the Exhibition is one of the six Units of Inquiry in Grade 5, wherein students are fully engaged in planning and implementing their inquiries as well as presenting their findings to the school community.

- **Written Reports**

Formal written reports are issued twice a year across all grades from EYP1 to PYP 5. The report is one element in the process of communicating with parents about their child's progress, and facilitators will provide comments on areas of success and next steps in learning. Reports are issued at the end of each term. EYP and PYP students are evaluated and graded in their reports in the following way:

<b>Learning Scale</b>	<b>E</b>	<b>A</b>	<b>I</b>	<b>B</b>
<b>Descriptor</b>	Expert level of Proficiency towards the Learning Goal	Advanced Level of Proficiency towards the Learning Goal	Intermediate Level of Proficiency towards the Learning Goal	Beginning to attain Proficiency towards the Learning Goal

## **Roles and Responsibilities:**

### **Student responsibilities**

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.
- Being active participants responsible for their own learning and assessment; for example, seeking and acting upon feedback, setting and meeting goals and deadlines.

### **Teacher responsibilities**

- Supporting students to become assessment capable.
- Using data and evidence to inform planning and teaching strategies
- Understanding the purpose of assessment and selecting appropriate strategies.
- Collaborating to design and moderate assessments, analyzing results and planning next steps.
- Giving effective feedback and communicating the learning process.
- Sharing evidence and data with students and the learning community.
- Reflecting on evidence and data to improve own practice
- Planning multiple opportunities for success
- Supporting student reflection through modelling

### **Parent responsibilities**

- Being active participants in assessment practices.
- Supporting your child's growth, with an emphasis on the progress rather than comparison with others
- Taking opportunities to reinforce school learning.
- Communicating constructively with students and teachers.

## **Rights and Responsibilities of the School Community**

### **STUDENTS:**

#### **Rights:**

- Get a holistic assessment experience throughout their IB education.
- Have fair opportunities to participate in the assessment activity, to demonstrate their ability.
- Receive comprehensively effective feedback and feedforward on all assessments.
- Have access to differentiated formative and summative assessments where the need for the same has been validated through diagnostic testing.
- Have access to the Assessment criteria, Grade boundaries, level descriptors, exemplars by the IB etc., for all subjects.
- Receive guidance for Extended Essays (subject to the school's Terms and Conditions) e.g. choice of subject and topic for the Extended Essay.
- Choose projects for CAS.
- Receive guidance, necessary resources and support for the completion of Internal Assessments, and exhibitions for Visual Arts and TOK.
- Have access to accommodations from the IB.
- Have access to the IB results (PIN), and avail other related services like EUR.

#### **Responsibilities:**

- Analyse their performance and teacher's feedback, and respond in terms of the strategies they think will work best for them.
- Work towards becoming a self-advocate for their assessment needs.
- Adhere to all the deadlines and submit all internal assessments in the required format.
- Ensure that the work submitted for assessment is authentic, based on students' original ideas, and the ideas and work of others is fully acknowledged.
- Strive to develop the traits of the IB Learner profile and international mindedness through assessment tasks.

### **TEACHERS:**

#### **Rights:**

- Avail professional development to become assessment capable.
- Access MY IB for assessment procedures, updates and resources.
- Provide Predicted Grades and Letter of Recommendations for the University admissions, if students make such requests.
- Provide Predicted Grades to the IB, based on the facilitator's holistic judgement of the

student's overall progress, different aspects of his/her learning trajectory, alongside his /her performance in work submitted during the tenure of IBDP.

- Follow all the necessary procedures as prescribed by the IB, while invigilating for the school summative assessments (Term End and Mock examinations) and for the IB Formal assessments.
- Disqualify a student in case of evidence of malpractice during the assessment or not authenticate his/her piece of work in case of plagiarism.

### **Responsibilities:**

- Ensure that formative assessments are conducted regularly and with the purpose of providing practice, scaffolding and a holistic learning experience.
- Identify through formative assessments, strengths and gaps in students' understanding and take necessary steps to move learning forward.
- Ensure that all the formative and summative assessments are relevant, and they support learning objectives and curriculum outcomes.
- Design the assessments that are meaningful and assess what is important and not just what is easy to measure.
- Ensure that the assessments are authentic and universally designed. i.e. They are constructed to be relevant, varied, multimodal, fair and inclusive.
- Incorporate differentiation strategies in assessment tasks where required.
- Ensure that assessments are valid, manageable, stimulating, fit for purpose and aligned with the IB philosophy (in line with the ATL skills and learner profiles).
- Embed formative assessments in curriculum and instruction in such a way that they elicit evidence of conceptual understanding in students.
- Develop critical and creative thinking skills through assessments.
- Encourage peer and self-assessment in the classroom set up.
- Promote academic integrity and good practices of assessments.
- Support students with access requirements and procedures.
- Provide timely, qualitative feedback and feedforward that is usable, sufficiently detailed, relevant to the students' work, and supports improvement instead of justifying a grade.
- Conduct and submit all internal assessments as per the IB guidelines.
- Promote the development of international mindedness through assessment tasks.
- Use a variety of assessments that give students the opportunity to demonstrate and develop the IB Learner Profile attributes.

**HODs:****Rights:**

- Conduct collaborative meetings to plan assessments and ensure a smooth conduct of formative and summative assessments within the group.
- Ensure that assessments are designed taking in to consideration subject-specific assessment objectives (in practice).
- Proof-read the content of different components of summative assessments of all subjects in the group so that no errors are detected during the delivery of the assessment.
- Ensure that formative assessments are conducted as per internal schedules designed by the pedagogical leadership.

**Responsibilities:**

- Vertical and horizontal planning across all the programs to ensure that all assessments are conducted as per the IB philosophy, requirements and adaptations.
- Support and guide the teachers with respect to assessment strategies, resources, conduct etc.
- Make requests to the Administrators for the provision of physical and virtual resources necessary to complete assessment tasks.

**PARENTS:****Rights:**

- Access to the General Regulations describing the requirements of the Program, assessments, accommodations etc.
- Access to all the School Policies.
- Easy access to and open communication with the school administrators and facilitators to discuss assessment related matters.
- Receive responses and feedback on any requests made or queries raised related to assessments.
- Attend Parent-Teacher Meetings and receive detailed feedback on their ward's performance and progress.

**Responsibilities:**

- Provide adequate and appropriate support to their wards in the competition of all types of assessments.
- Maintain open communication with the school regarding any access or accommodation needs and requirements. Take the necessary action to complete the procedure.

**ADMINISTRATORS:** (Director/Vice-Principal/Coordinators/Admin Officer etc.)

**Rights:**

- Collect examination fees and other assessment related charges.
- Insist on the compliance of all assessment related IB procedures.
- Enforce rules and regulations like carrying Identity-Cards, wearing uniforms, maintaining a peaceful atmosphere, controlling entry and exit points etc. during the examination sessions.
- Disqualify students in case of any malpractice or misbehaviour during the examinations.

**Responsibilities:**

- Provide all the necessary physical and virtual resources like strong room, access to My IB, sufficient examination rooms, trained invigilators, exam material or stationery, access to external agencies like courier service, well-equipped science and computer labs, recording rooms, equipment like voice recorders or headphones, art studio or exhibition spaces for visual arts and TOK etc.
- Ensure the assessment related expectations, experiences, developments and adaptations are communicated to the whole school community.
- Ensure that the school Assessment policy is accessible to the whole school community.
- Provide professional development opportunities to all facilitators, and grant sufficient time for vertical and horizontal collaborative assessment planning.
- Provide adequate funding and support for the participation in and the consolidation of the final assessment of the IB core components (Extended Essays, CAS and TOK)
- Register students for the formal IB examinations.
- Ensure a smooth and hassle-free upload of eCoursework.
- Communicate the IB results to the whole school community.
- Provide guidance and support for EUR, Retake and other similar assessment related procedures.

**LIBRARIAN:**

**Rights:**

Insist on complete peace and silence in the library, especially during the examination period.

**Responsibilities:**

- Organize, collect, classify, catalogue and issue past examination papers to students and facilitators.
- Provide sufficient physical and virtual space and assessment related resources to the students.
- Provide guidance to students in developing appropriate research skills that will facilitate the completion of Internal Assessments and Extended Essays.

- Providing information regarding the availability of resources/tools that students might find useful for conducting research during the process of writing their extended essays.

### **Drafting, Review, Update and Implementation of the Assessment Policy:**

The assessment policy of the school is drafted, reviewed and monitored by all Program Coordinators and teachers.

Last Review – September 2019

Review – June 2021

### **Link to Academic Honesty Policy**

Learners adhere to all the requirements of the Academic Integrity Policy while completing their assessments at school and also for the IB/CIE coursework. They are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. The Programme Coordinators and teachers ensure that the work submitted for assessment (audio-visual material, texts, graphs, images, data published in print or electronic sources etc.), is authentic, based on the student's individual and original ideas and the ideas and work of others are fully acknowledged. The academic referencing style used by the school for this purpose is Chicago Manual Style 17 ed. Assessment tasks that require teachers to provide guidance, e.g. internal assessments, are completed in full compliance with the guidelines provided by the IB. Authenticity of the student work is checked using Turnitin software and teachers' judgement.

### **Link to Inclusion Policy:**

At SIS we recognize that assessment should be accessible in terms of design, content and medium to give every student the opportunity to succeed. It should also allow for differentiated assessment with different entry and exit points and be flexible. Teachers use differentiated assessments using modified tests or other aids where required and necessary. Feedback/ reflection on students' progress and needs is shared either during PTMs, and in the Dept meetings.

In PYP, students with learning difficulties are referred to the remedial teachers in the Pastoral care or SEN department. Such students are taught in one on one set up or in small groups and feedback is given to the parents bimonthly and annually with regard to progress of the child. For all students undergoing remediation, reporting and updating is done regularly to the SEN Coordinator.

The students with Special Needs in the MYP are provided with meaningful connections and differentiated Small Group Instructions. Reasonable adjustments are also made in the presentation of the test or method of response. Reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, where necessary.

In IGCSE & DP in addition to differentiation strategies in teaching and learning, students with special

needs are also supported through special arrangements for assessment if necessary. The IB publication, Candidates with Special Assessment Needs, is referred to provide support for Diploma programme completion. The Programme Coordinators submit to the CIE/IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

The school, in partnership with parents, ensures that students who need adjustments to examination conditions are provided the necessary support after gaining approval from the CIE/IB.

This can include the following:

- Access to modified exam papers
- Access to additional time
- Access to reading and writing aids
- Access to speech and communication/language aids
- Extension of deadlines or exemptions from assessments

### **Link with the Language policy**

- 1- The language used for assessments is the language of instruction (English) for all subjects. However, assessments for second language courses are set in the respective language- French, Spanish, German Hindi & Marathi.
- 2- In order to support students in the fulfilment of the assessment objectives, teaching-learning is done using a multilingual approach. A range of languages (including home language) is used to facilitate understanding.
- 3- Differentiation in assessment is taken care of depending upon language proficiency- especially for Language A and Second language. Scaffolding is provided to help learners fulfil assessment objectives. Tasks are simplified by modifying the use of language.
- 4- To facilitate comprehension and thus achieve assessment goals, formative assessment data is used to shape, refine and modify instruction.
- 5- Range of assessments is used to facilitate multiliteracies, and to reinforce skills taught in language classes (oral presentations, visual representation, podcasts, videos, digital tools)
- 6- Assessments are designed to cater to various learning needs (e.g. quizzes, group discussions, presentations etc.), and to provide a platform to demonstrate language proficiency.
- 7- Resorting to other languages is encouraged in order to ensure expression of the knowledge of the specific subject.
- 8- Rubrics are simplified based on assessment criteria to ensure clarity while preparing for the task
- 9- Recording and reporting of assessments is done in the medium of instruction. If required, teachers resort to students' home language during PTMs.

### **Developing the Learner Profiles through Assessments:**

The IB Learner Profiles form the basis of developing a variety of assessment tools that allow teachers to identify and analyse the different learning styles, beliefs, attitudes and learning abilities of individual learners in a cohort. The learner profiles are transparent in the classroom and evident in the general language of the school. Facilitators ensure that assessments are designed in a manner that helps students demonstrate their knowledge of the subject appropriately and facilitate the exposition of their communicative, cognitive, affective, and reflective skills while maintaining their academic integrity.

### **International Mindedness in Assessment:**

The school fosters the culture of International Mindedness through its assessment practices. Facilitators recognize the fact that students come from varied cultural and regional backgrounds and hence are committed towards using assessment tools that showcase the diversity and give opportunity to students to not only acknowledge and analyze regional issues but also issues that are pertinent in the global context. Students are encouraged to take up assessments in the form of discussions, debates, presentations, and case studies that touch upon International issues of the global community while showing sensitivity towards the same.

### **Assessments during the Pandemic**

- Since the Pandemic started in March 2020, the school examinations have been conducted online. They are Hand-written and Home Proctored examinations, using the Zoom platform.
- For the conduct of these examinations, parents are responsible for the availability of internet connectivity through a reliable wi-fi connection, with a backup through dongle or hotspot. In addition to this, the provision of an inverter / a power bank, is also their responsibility.
- Virtual classrooms are created by the Exam Committee and each class room has a maximum of 15 students.
- There are 2 invigilators in each class room, and one of them is the member of the Exam Committee.
- Students are monitored by the invigilators using 2 cameras: a mobile camera and a laptop camera.
- Students log in to Zoom using both the devices. Through the mobile camera (mounted on a tripod) invigilators get a side-view of the student and his/her desk. Tripods are placed to the left side of the students' desks. Invigilators get a front-view of the student through the laptop camera.
- Students log in to the exam room 40 minutes before the start time.
- Invigilators complete the visibility-check and ensure that they get a full and clear view of the student, his/her laptop screen, printer and desk.

- Students keep all the required stationery at hand. They write the exam using A4 size ruled papers.
- Students are instructed not to keep any unwanted / unauthorized material on and around their desks or on the walls near the desk.
- If calculators are required for a particular examination, students put their calculators on exam mode and one by one hold them in front of the camera, for the invigilators' approval.
- In order to avoid any kind of malpractice and to ensure academic honesty, students are asked to wear school uniforms and are instructed to tie their hair, so that both the ears are clearly visible. Sweat-shirts / jackets are not permitted. Use of headphones, smart watches or any other devices is strictly prohibited.
- Parents or any other family members are not allowed in the room, unless there is any emergency or issue.
- One device is kept on Unmute mode to ensure that invigilators are able to hear if any kind of verbal exchange is done in the room.
- Question papers are mailed to the students by the Exam committee at an appropriate time, giving sufficient time for them to download and print the question papers.
- Students print the question papers immediately on receiving the same and the invigilators monitor them during the printing process.
- After the printing is done, students are instructed to close all on-screen windows and pin the invigilator throughout the examination session. This helps the invigilators to ensure that students do not browse through any other windows on their laptops/desktops.
- Students are strictly prohibited from accessing any of their devices and/or getting up from their seats, once the question paper is received.
- Washroom visits are not allowed except in case of emergency. Under such circumstances, parents are requested to send a mail of confirmation to the exam department, stating that they are aware that their ward visited the washroom during the examination session.
- Students are constantly monitored by 2 invigilators and all instructions are given as per the IB requirements. e.g. reading time, remaining time, end of the examinations etc.
- After the examination, students scan their answer sheets using a scanning App on their mobiles. While scanning they lower their laptop screen so that the invigilators are able to see what they are scanning.
- Students are instructed to complete the scanning within 15 minutes and mail the PDF file to the invigilator as well as to their subject teacher.
- They are instructed to be careful while scanning the answer sheets and while mailing the same, as Re-submission is strictly prohibited.
- Students leave the room after the invigilator confirms the receipt of the answer sheets.

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