Policy Name	**Whole School Assessment Policy**
Policy Date	Feb 2018
Policy Review date	1st Review December 2021 2nd Review: 26 March 2022

Review committee members	1. Academic Director
	2. Head of School IB-PYP
	3. Head of Middle & Senior School
	4. Coordinators
	5. Teachers & Parents:
	   Ms.Shanthi
	   Ms.Christina
	   Ms.Sheena
	   Mr.Justin
	   Mr.Mahendra
	   Mr.Sreejith

IB Learner Profiles

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Risk Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Knowledge	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
Open Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

School's Vision Statement

Sharanya Narayani International School (SNIS) aims to develop students who think, inquire, act and reflect. Teaching and learning will stimulate analytical, logical, critical, creative, and reflective skills to help students become lifelong learners and responsible global citizens in an ever-changing world. Our student-centric approach and secure, stress-free learning environment will contribute to a continuing sense of wonder and passion for the world around us.

School's Mission Statement

Sharanya Narayani International School nurtures students into successful, responsible and ethical leaders who can brighten the world with compassion, curiosity and creative fire.

IBO's Mission Statement

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, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

Flow Chart of the Review Process for School Policies

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                    ┌─────────────────────┐
                    │  Academic Director   │
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                              │
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                    ┌─────────────────────┐
                    │   HOS & Coordinators │
                    └─────────────────────┘
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                    ┌─────────────────────┐
                    │      Teachers        │
                    └─────────────────────┘
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Academic Director

HOS & Coordinators

Teachers

Stake holders

- **Parents**
- **Students**

Ongoing collection of evidences:

- **Surveys**
- **Meetings**
- **Questions**
- **Results**
- **Government regulations**

Meetings

- **Academic Director**
- **HOS**
- **Teachers**
- **Coordinators**

HOS & Coordinators

Academic Director

A. Steering Committee

Sharanya Narayani International School's steering committee comprises of the Academic Director, Heads of School, Academic Coordinators, Members of the senior management team, Librarians along with teachers, parents and student representatives.

It is the responsibility of the committee to oversee the procedures needed to develop the Assessment philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

B. Essential Agreements

The time frame of the review:

- The policy will be reviewed every two years:

Change in the committee

- Students and parents will change after every review.
- Teacher representatives from the faculty (IB-PYP, IB-MYP, Cambridge, IBDP) will give way to new members at the end of the 2-year cycle.
- Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the working of the document.
- It will be the responsibility of the members of the steering committee to ensure that the Policy is made available to all stakeholders of the community through school's website, blogs and publications.
- The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students)

C. School's Philosophy on Assessments

At Sharanya Narayani International School, assessment is integral to teaching and learning with a focus on the holistic development of the child, promoting lifelong learners who are motivated and responsible for their continuous learning.

Our aim is to maintain a high and rigorous academic standard by analysing assessment data to inform teaching and learning to address the competencies, experiences, learning needs and styles of students. At SNIS, we use a variety of assessment strategies and tools to demonstrate to parents our commitment to the highest academic standards.

It is our belief at SNIS that the quality of assessment has a significant impact on attitudes towards learning and on attainment in our School by stimulating and challenging Students to work hard and by encouraging Teachers to focus on how to improve the learning of individual Students.

Alignment with the IB Philosophy on learning & Assessment:

The aim of this Assessment Policy is to allow all Students, Teachers and Parents to have a clear and accurate picture of Student progress over a given academic year and throughout his/her stay with us which, we believe will:

- Enable Students to learn more effectively, make progress and succeed
- Keep Parents well-informed of their child's progress
- Allow Teachers to reflect on their teaching and plan their work effectively, based on their students' strengths and needs
- Feedback to Feedforward – Teachers provide constructive feedback on current learning to inform the needed support for future learning.

Our Assessments are geared towards appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world. Our Assessment practices use the guidelines set down by the IBO and these are made clear to Students by Teachers in the beginning.

D. Policy Statement

Assessment at SNIS reflects an assessment of each and every aspect of the educational sphere based on specific learning outcomes, to enable students to adjust with needs and changes of the future. Educational sphere represents trans-disciplinary content resulting in holistic development of students emphasising and assessing all their innate and acquired skills. It helps the students to prepare to be resourceful, self-sufficient,

passionate and conscientious global citizens with deep indebtedness for environmental and cultural heritage.

E. Rights and responsibilities of all members associated with this policy

The School complies with local, state and national guidelines regarding assessment. The school will communicate with parents, reporting assessments and student data at regular intervals and in a transparent way. The school will implement and evaluate this policy adhering to IB philosophy related to assessment. Assessment data will be used as a feedforward process for students. Teachers will use the data to give feedback to students to feed forward. The policy will be communicated to parents and other stakeholders through school's website and email after every review.

F. Links between Assessment and other policies

This Assessment policy links to the Language, Inclusion, Admissions, and Academic integrity policies so that assessments reflect students learning and growth.

- **The admissions policy** outlines how students are assessed before getting admitted to the school. This helps the school management to ascertain the capability and the skills of the student as well as the cultural and academic background of the student.

- **The Inclusion Policy** outlines and ensures how instructional strategies and assessment modifications are accommodated for students who need inclusion support

- **The Language Policy** outlines and ensures that learning resources and assessments will be wide-ranging, modified as needed, and appropriate for all learners, including students who need language support.

- **The Academic Integrity Policy** provides guidance for students to comply with assessment expectations.

Assessment Practices at SNIS:

1. Purpose of Assessment

"The purpose of assessment is to promote and provide information about student learning, inform practice and evaluate the effectiveness of the programme."

In the IB-PYP, **we look at three aspects**

a. Assessment for Learning:

This is more diagnostic in nature to find out what students' prior knowledge and experiences are at the beginning of each year and each unit of work. Our assessment process recognizes that each child is unique and possesses their own talents, interests and abilities and presents the curriculum content applicable to the stages of development of our students.

Children learn, develop and mature at different rates and stages, consequently, not all children at the same chronological age will attain the same academic level.

b. Assessment as Learning:

This involves formative assessments which are ongoing in the IB-PYP classroom and includes analysis of students' work or performances using rubrics, checklists, selected responses, daily observations and portfolios, summarised on reports and shared with parents during Three Way Conferences, Student Led Conferences and Parent Teacher Meetings to celebrate student learning and inform them of their child's development and progress.

c. Assessment of Learning:

We assess the essential elements of the IB-PYP across all curriculum areas using open ended tasks to clearly portrays:

● the development in the students understanding of concepts

● the acquisition of knowledge and the mastery of transdisciplinary skills

● the development of attitudes

● student's ability to make decisions and take responsible action

● These assessments are complemented by student reflections about what they learned and the process of how they learned.

The Year 5 IB-PYP Exhibition is a culmination and celebration of student's learning at the end of their primary education at SNIS. This is inquiry learning at its best through student's application of the 5 essential elements by conducting an in-depth investigation of a real time issue or problem which has local and global significance. This includes performances and displays of their conceptual understanding and Action across different curriculum areas.

In the IBMYP, IBDP and IGCSE

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set-in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

2. What will we assess?

In the IB-PYP

Assessment is integral to all teaching and learning. It is designed to thoughtfully and effectively gauge students on the essential elements of learning.

● the understanding of **concepts**
● the acquisition of **knowledge**
● the development of **Approaches to Learning**

● the development of **learner profile attributes**
● the decision to take **action**

This will take place continuously through the units of inquiry and specific subjects as per the objectives set out in the Scope and Sequence documents.

In the IB-MYP

Assessments need to focus on the processes of learning as well as the products of learning. The learning outcome is crucial & this can be analysed keeping in mind the objectives of the specific subject. Assessments are not confined to the final part of a learning period. They continually inform us about the learning needs in order to better the teaching - learning process. Formative Assessments are designed to extend student learning & understanding, developing the needed attributes & skills. Detailed timely feedback further enhances the process of learning.

The summative assessments are conducted and recorded where all the strands of the four objectives are assessed at least twice in a semester (for subjects like Language and literature, Language acquisition (Hindi and French), Individuals and societies, Sciences and Mathematics) and twice in year (for subjects like visual arts, PHE and Design) based on the IB-MYP Standards and Practices. Information is gathered from a variety of perspectives using a range of tasks which are placed in six global contexts, concepts, content and skills. Summative Assessments are designed to support all the six global contexts learning by providing information on the student's achievement level against specific objectives. They are the culminating assessments based on the standard level descriptors (0-8) for each criterion are set at the end of each semester.

In the IBDP

Assessment is continuous and ongoing through Formative and Summative assessments. In every semester, every subject will conduct a minimum of 3 formative assignments and 1 summative assessment.

Formative assessments test skills **for** learning. They provide detailed feedback on student strengths and weaknesses and help to identify knowledge and skills that

students should develop. Summative assessments test skills **of** learning. They document actual student achievement and reinforce the teaching of curricular goals. The nature and number of assessment tasks, both formative and summative, will be defined by the DP Coordinator. Within these parameters the teachers have the flexibility to design tasks based on the criteria requirements of each subject laid down by the IBO.

Formative Assessments are short tests designed to test both knowledge and skills in smaller units of learning and will include a variety of assessment components that reflect the range of expected outcomes for a given course. All kinds of **Assignments** test skills and are varied in nature. These include research assignments on internal assessment skills in respective subjects, homework tasks, quizzes, oral presentations etc. External Assessments such as TOK Essays, Extended Essays and World Literature

In the IGCSE

Assessment is continuous and ongoing through Formative and Summative assessments. In every semester every subject will have two formative assessments (Review tests) and one summative assessment (Semester end examination).

Formative Assessments are short tests designed to test knowledge, understanding and application in smaller units of learning and will include a variety of assessment components that reflect the range of expected outcomes for a given course. All kinds of **Assignments** test skills and are varied in nature.

3. The different dimensions of assessments

a. Monitoring Learning

In the PYP, assessments are monitored through:

Pre unit assessments
- Assessment of prior knowledge
- Concepts mapping
- Mind maps
- KWL

Ongoing Formative Assessments

- Performance tasks
- Open ended tasks
- Interviews
- Self-reflections
- Peers assessments
- Projects
- Questionnaires
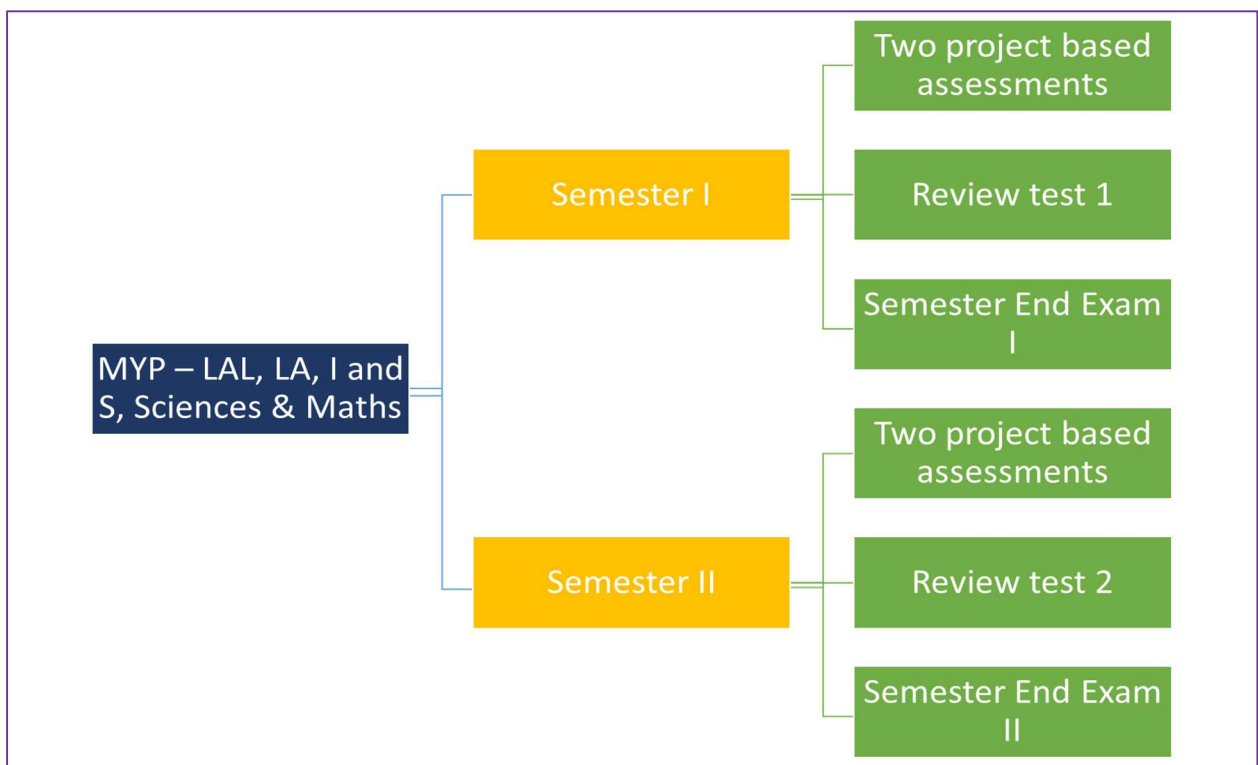- Journals
- Selected responses
- Portfolios

In the IB-MYP

● The minimum number of assessment tasks for a term will be defined by the MYP Coordinator.

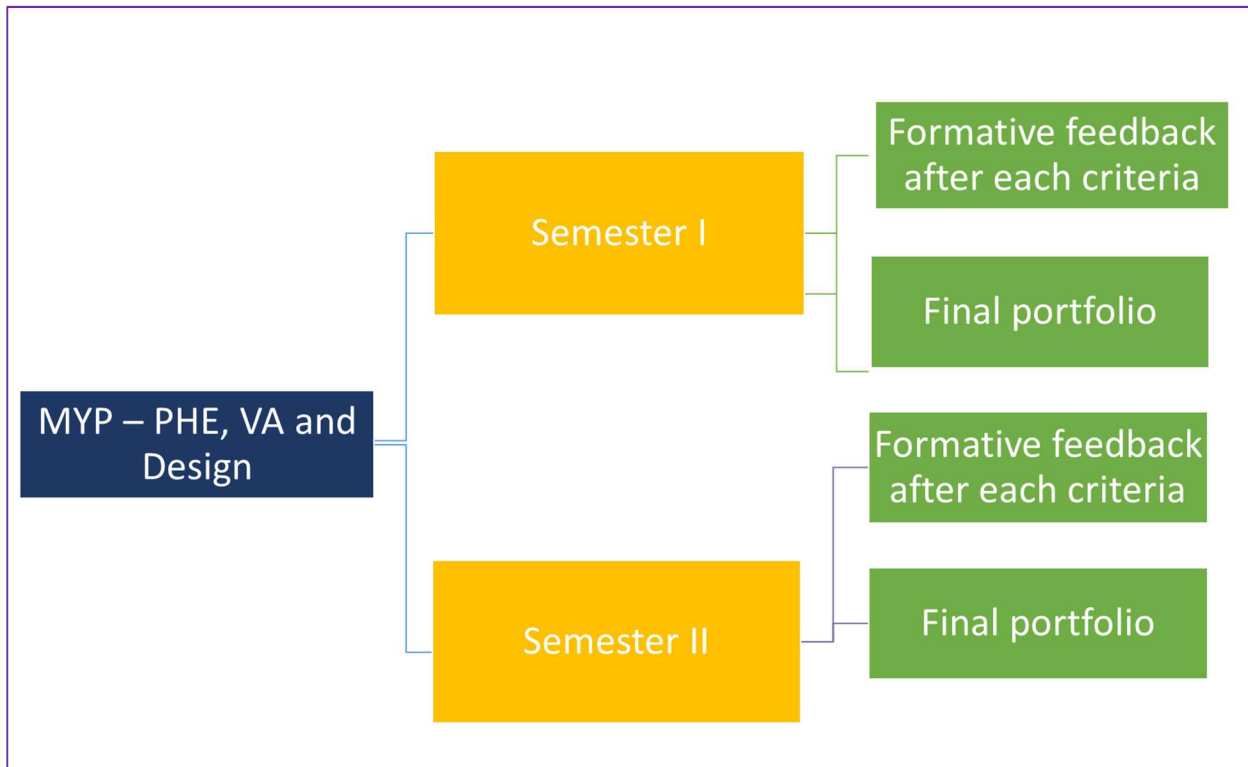The nature of assessment tasks will be defined at the faculty level.

● Rubrics, Task-specific descriptors, anecdotal reports, exemplars, checklists and portfolios will be used to record student's responses and performances as a means of authentic assessment

● Authentic assessment will be used in conjunction with other forms of assessments like standardised tests to assess student performance and basic skill levels

● All teachers will maintain student assessment records in their

```
MYP – LAL, LA, I and ──┬── Semester I ──┬── Two project based
S, Sciences & Maths     │                │    assessments
                        │                ├── Review test 1
                        │                └── Semester End Exam I
                        │
                        └── Semester II ─┬── Two project based
                                         │    assessments
                                         ├── Review test 2
                                         └── Semester End Exam II
```

Teacher Files. Observation/Anecdotal Records: Students are observed regularly with teachers noting growth and progress of individuals, groups and the whole class

```
MYP – PHE, VA and Design
    ├── Semester I
    │      ├── Formative feedback after each criteria
    │      └── Final portfolio
    └── Semester II
           ├── Formative feedback after each criteria
           └── Final portfolio
```

i. **Review test –** Review test is one form of summative task, involving students completing set questions under tightly controlled conditions.

Review test I is scheduled in the month of October and Review test II is scheduled in the month of March. The subjects like Language and literature, Language acquisition (Hindi and French), Individuals and societies, Sciences, Mathematics and PHE will be assessed in the form of a written test. One or more criteria of the subject will be assessed. The duration of the test is 30 to 45 minutes.

ii. **Project based assessments** – Project based assessments are open-ended tasks, rigorous and engaging tasks. Students will be assessed based on subject specific criteria.

Most teachers will use **GRASPS** (Goal, role, audience, situation, product, and Standards) in project-based assessments. This provides an engaging experience; simulations of real-life problems and students will practice transfer skills.

The subjects like Language and literature, Language acquisition (Hindi and French), Individuals and societies, Sciences and Mathematics will be assessed in the form of project based. One or more criteria of the subject will be assessed.

Project based assessments will be given twice in a semester. The months of project-based assessments are September, November, February and May.

The formative assessments are considered a crucial part of learning. Students should complete the homework and worksheet on time. Students should work on the feedback provided by the teachers. The micro tests conducted in the class will be in line with project-based assessments and review tests. The review test will be in alignment with the Semester end exam. Hence, the formative assessments play a key role in the progress of student's learning.

iii.   **Semester End Examinations:**

Semester end Examinations is one form of summative task, involving students completing set questions under tightly controlled conditions.

Semester end exam I is scheduled in the month of December and Semester end exam II is scheduled in the month of May. The subjects like Language and literature, Language acquisition (Hindi and French), Individuals and societies, Sciences and Mathematics will be assessed in the form of an exam. All four criteria in the subject will be assessed. The duration of the exam is 1 hour to 1.30 hours.

● **Portfolios –**

 Portfolio is a collection of student's work, artefacts which shows the progression and evidence of students learning. Students will record their understanding, work, reflections and research in the notebook, which becomes a process Journal.

The examples of portfolio work include process journal, performances of sports, creating a digital product and art work and comparative analysis of art form.

The subjects like Visual Art, Physical and Health Education, and Design will complete one portfolio per semester.
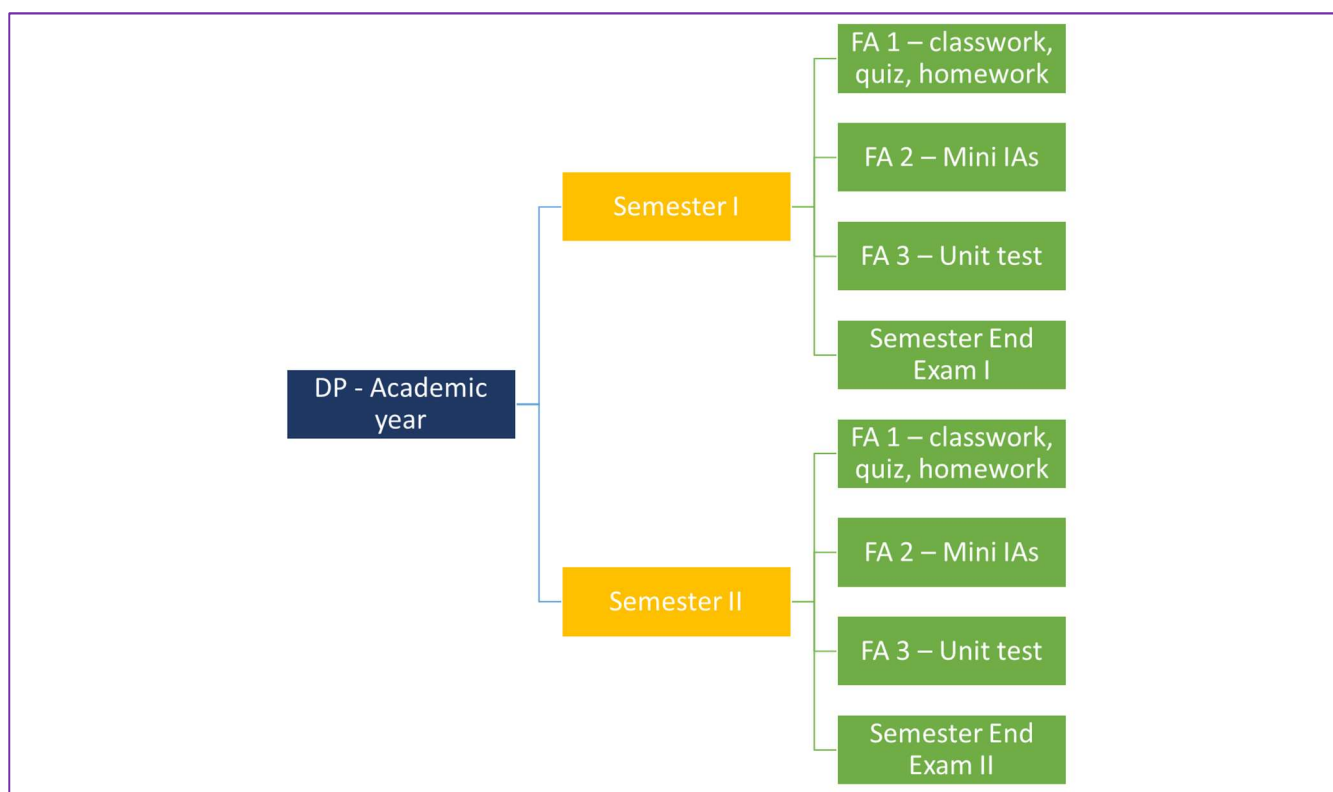
Summary of assessment Criteria in each subject

Subject	Criteria A	Criteria B	Criteria C	Criteria D
Language& literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of sciences
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating/ performing	Evaluating
Physical Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating solutions	Evaluating
Interdisciplinary	Evaluating	Synthesizing	Reflecting	N/A

Personal project	Planning	Applying skills	Reflecting	N/A

In the IBDP

In every semester every subject will conduct a minimum of 3 formative assignments and 1 summative assessment.
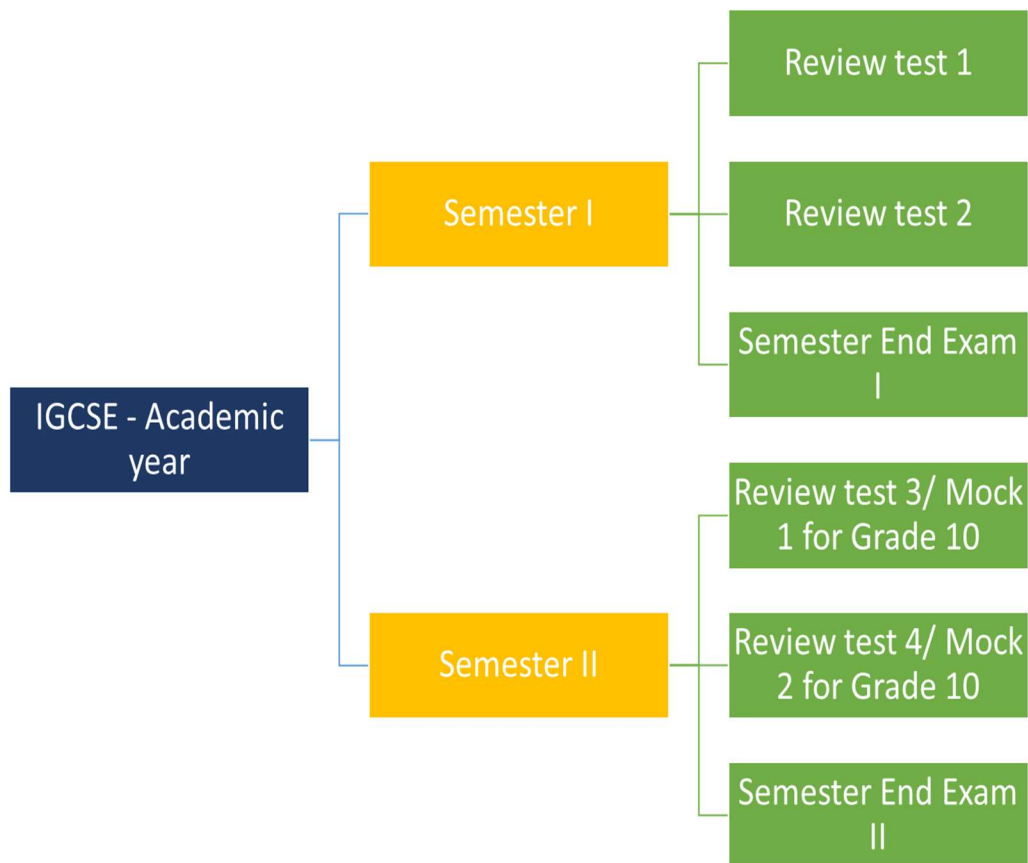
Formative assessments include class activity, groupwork, projects, homework, mini-IAs, unit tests. Formative assessment 1 includes all homework, group project, class activity, quiz. Formative assessment 2 includes any task which leads to the understanding of the IA, practicing the skills required for the IA, explorations, experiment report, commentary, Orals etc. Formative assessment 3 is unit test. Summative assessments is the semester end exam.

In the IGCSE:

In every semester every subject will conduct two formative assignments and 1 summative assessment.

Formative assessments include class activity, groupwork, projects, homework, unit tests, individual report writing, and scheduled review test. Summative assessments are the semester end exam.

```
IGCSE - Academic
     year
        │
        ├── Semester I
        │       ├── Review test 1
        │       ├── Review test 2
        │       └── Semester End Exam I
        │
        └── Semester II
                ├── Review test 3/ Mock 1 for Grade 10
                ├── Review test 4/ Mock 2 for Grade 10
                └── Semester End Exam II
```

b. Documenting Learning

In the IB-PYP

Assessment strategies are put into practice by utilising the following assessment tools:

- Rubrics: An established set of criteria used for rating tasks and performances. Descriptors tell the student and teacher what characteristics or signs to look for in their work and rate on a predetermined scale. These tools can be co

constructed with students as well

- Portfolios: A cumulative record of student progression in different subjects throughout the grade level
- Checklists: Lists of information, data, attributes or elements that should be present.
- Anecdotal Records: Brief, written notes based on student observations.
- Continuums: Visual representations of developmental stages of learning. They show progression of achievement or identify where a child is in a process.
- Teachers maintain learning outcome trackers for all subjects.
- Teacher observation record journal is maintained for giving constructive and timely feedback.

In the IB-MYP

i. How do students demonstrate what they have learnt?

Assessment Strategies: Teachers utilise a variety of assessment strategies when recording and reporting and therefore aim to provide a balanced view of the student.

- Task: Students are presented with a stimulus and asked to communicate an original response either orally or written.
- Research based task: Students do the research given and present/ share their findings to the class through a presentation.
- Summary writing at the end of the class.
- Quizzes
- Criteria Based Worksheets: These provide a snapshot of students' subject specific knowledge and objectives.
- Teacher/Student/Peer Reflections: Teachers/peers reflect on student learning while self-reflection is completed on one's own learning.
- **Portfolios:** A collection of students' work designed to demonstrate successes, growth, higher order thinking, creativity and reflection. This is an exhibition of an active mind at work. Students demonstrate their learning through comic strips, posters, timelines, investigation report, speech, presentations on their research, analysis of texts, booklet, pattern analysis and application of knowledge in real life situations.

- **Project based Assessments:** Students work on projects that are driven by the global context, Key and Related Concepts, highlighting various explorations across the grades 6 – 10.
- **Review Test:** A criteria based review test will be taken, in which the students' performance will be evaluated by their written performance and a particular strand will be allotted based on their achievements level.

- **Semester End Examinations:** Semester end Examinations is one form of summative task, involving students completing set questions under tightly controlled conditions.

  Taken together, the assessment strategies form the basis of a comprehensive approach to assessment. Whatever strategy is used, self and peer, as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process.

ii. **How do teachers monitor and record student progress?**

Assessment strategies are put into practice by utilising the following assessment tools:

- Rubrics/ Task specific clarification: An established set of criteria used for rating tasks and performances. Descriptors tell the student and teacher what characteristics or signs to look for in their work and rate on a predetermined scale. These tools can be developed by students as well as teachers.

- Standardisation: Before assessing any performance of a class, 3 to 4 answer scripts or projects/portfolios will be standardised by the department teachers / subject experts to assemble on a logical and coherent achievement levels of the students. Refer to Appendix 1 for more information in standardization.

- Portfolios: A cumulative record of student progression in different subjects throughout the grade level
- Checklists: Lists of information, data, attributes or elements that should be present.
- Anecdotal Records: Brief, written notes based on student observations.

- Continuums: Visual representations of developmental stages of learning. They show progression of achievement or identify where a child is in a process.
- Teachers maintain learning outcome trackers for all subjects.
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In the IBDP

i. **How do students demonstrate what they have learnt?**

Assessment Strategies: Teachers utilise a variety of assessment strategies when recording and reporting and therefore aim to provide a balanced view of the student.

- Thinking Task: Students are presented with a stimulus/ real life situation and asked to communicate an original response either orally or written.
- Research based task: Students do the research given and present/ share their findings to the class through a presentation.
- Reflective writing at the end of the class/ week/ action.
- Quizzes / class test
- Worksheets: These provide a snapshot of students' subject specific knowledge.
- Teacher/Student/Peer Reflections: Teachers/peers reflect on student learning while self-reflection is completed on one's own learning.
- **Portfolios:** A collection of students' work designed to demonstrate successes, growth, higher order thinking, creativity and reflection. This is an exhibition of an active mind at work.

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- Continuums: Visual representations of developmental stages of learning. They show progression of achievement or identify where a child is in a process.
- Teachers maintain learning outcome trackers for all subjects.
- Teacher observation record journal is maintained for giving constructive and timely feedback.

- *Students progress are recorded in Managebac.*

In the IGCSE

i. How do students demonstrate what they have learnt?

Teachers utilise a variety of assessment strategies when recording and reporting and therefore aim to provide a balanced view of the student.
- Thinking Task: Students are presented with a stimulus/ real life situation and asked to communicate an original response either orally or written.
- Research based task: Students do the research given and present/ share their findings to the class through a presentation.
- Reflective writing at the end of the class/ week/ action.
- Quizzes / class test
- Worksheets: These provide a snapshot of students' subject specific knowledge.

Teacher/Student/Peer Reflections: Teachers/peers reflect on student learning while self-reflection is completed on one's own learning.

- **Review Test:** A review test will be taken, in which the students' performance will be evaluated by their written performance and a particular grade will be allotted based on their achievements level.

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Taken together, the assessment strategies form the basis of a comprehensive approach to assessment. Whatever strategy is used, self and peer, as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process.

ii. How do teachers monitor and record student progress?

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- Checklists: Lists of information, data, attributes or elements that should be present.
- Teacher observation record journal is maintained for giving constructive and timely feedback.

c. Measuring and Reporting Learning

In the IB-PYP

i. How do teachers analyse assessment?

Teachers use their professional judgement to interpret and use assessment information. Teacher's document progress on the indicators they are responsible for teaching. Teachers regularly ask these four questions:
- What do I want my students to know and do?
- Where are my students?
- What evidence do I have to know that?

● What do I plan to do about it?

As a school, SNIS also documents student progress on the indicators related to their school improvement goals. Assessment informs about the progress of goal settings, which are discussed between Teacher, Student and Parents during the Three Way Conference.

ii.   How is assessment reported to parents?

Information is reported through student portfolios, sharing of assessment data, parent teacher conferences and the written report. Regular class newsletters, emails, the school website, PYP exhibition and Action Day are also ways to report student's achievements.

iii.   Ways to report

● **The Written Report**: This formal report is completed at the end of each school semester, twice/year. The report includes achievement indicators for all curricular areas.

● **Parent Teacher Conferences**: These conferences are held two times throughout the academic year. Conferences are to review student progress, in addition to sharing academic information, progress reports and work samples.

● **Parent Meetings:** a formal conversation between a student and their parents is organised as per the parent's choice. The parent takes an appointment and meets the teachers to discuss the progress of their child

● **Portfolios:** These are a purposeful collection of student work designed to demonstrate successes, growth, higher order thinking, creativity and reflection throughout the year. Portfolios are accessible to the student and parents at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or at the end of the year.

● **Teacher/Student/Peer Reflections:** Teachers/peers reflect on student learning while self-reflection is completed on one's own learning.

In the IB-MYP

i. How do teachers analyse assessment?

Teachers use their professional judgement to analyse and interpret the data. Teachers reflect the what are the areas of strengths of the class, what needs to be improved, brainstorm on teaching ideas of identified concept/ skills/ contexts, looks for individual student performance.

ii. Reporting:

- **The Written Report:** This formal report is completed at the end of each semester, twice in a year.

- Reporting Method: All reports are generated and declared through the School Information System (ERP software/website) Teachers will maintain achievement level information in their grade book and enter on the system.

IB-MYP Reporting Cycles:

Reporting cycle – A (August – December)

    Project Based Assessment – 1- September

    Review Test 1 - October

    Project Based Assessment – 2- November

    Semester End Exam 1- December

Reporting cycle – B (January – June)

    Project Based Assessment – 3- February

    Review Test 2 - March

    Project Based Assessment – 4- April/May

    Semester End Exam 2- May/June

- **Student-Led Conferences:** a formal conversation between a student and their parents is organized at the end of the academic year, where the student takes control of sharing their learning journey, through an organized, planned and rehearsed process, the student discusses and demonstrates their individual strengths, successes, challenges, goals and areas for personal improvement.

- **Parent teacher conferences:** Conferences are held twice in a semester.

- **Curriculum orientation:** Curriculum orientation is held at the beginning of the year.

Absence during Assessments:

- Students who are absent for an assessment for any reason other than serious illness, unexpected emergency or students representing the school in any capacity, will be marked absent and no retest will be given.
- Prior written communication stating the reason for student absence for test / exams should be given to the Coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness.
- The decision to allow a retest / exam rests with the Coordinator and Head of School. No teacher may undertake the same on individual judgement.

In the IBDP

- "Reporting drives assessment and assessment drives teaching". This is our operational mantra at the high school level. The report card (electronic or otherwise) is a tool that will help focus the pedagogy towards building specific skills and objectives listed in each subject guide
- **Guidelines to the teachers and parents of the DP:**
- Reporting Method: All reports are generated and declared through the School Information System (ERP software/website) Teachers will maintain marks information in their grade book and enter on the system
- No Ranking: Student results are determined by performance against set standards, not by each student's position in the overall rank order. We follow criterion based marking.
- Summative Report: In December and June, reports based on the Summative assessment will be made available for parent and student viewing on the system.
- Parameters of reporting: The report will be subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed through an effort grade.

- The final grade per subject at the end of each summative examination will be based on 50% [FA1 =15%, FA2=20%, FA3=15%] weightage to Formative assessment and 50% weightage to Summative assessments.
- Parent – teacher meetings: To be held two times in the year to update and discuss student progress.
- Parent Orientation: to be conducted twice a year

In the IGCSE

i. How do teachers analyse assessment?

Teachers use their professional judgement to analyse and interpret the data. Teachers reflect the what are the areas of strengths of the class, what needs to be improved, brainstorm on teaching ideas of identified concept/ skills/ contexts, looks for individual student performance.

ii. Reporting:

- **The Written Report:** This formal report is completed at the end of each semester, twice in a year.

- Reporting Method: All reports are generated and declared through the School Information System (ERP software/website) Teachers will maintain achievement level information in their grade book and enter on the system.

IGCSE Reporting Cycles:

Reporting cycle – A (August – December)

    Semester End Exam 1- December

Reporting cycle – B (January – June)

    Semester End Exam 2- May/June

    Grade -10 IGCSE – Mock -1 – January (Exclusive)

    Grade -10 IGCSE – Mock -2 – March (Exclusive)

- **Parent – teacher meetings:** To be held two times in the year to update and

discuss student progress.

- **Curriculum orientation:** Curriculum orientation is held at the beginning of the year.

Absence during Assessments:

- Students who are absent for an assessment for any reason other than serious illness, unexpected emergency or students representing the school in any capacity, will be marked absent and no retest will be given.
- Prior written communication stating the reason for student absence for test / exams should be given to the DP Coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness.
- The decision to allow a retest / exam rests with the DP Coordinator. No teacher may undertake the same on individual judgment.
- Reporting of IB-DP Final Results: The DP results are declared and open to student viewing on 6 July. The procedure on how students will view their results using individual PINs and Passwords (to be issued in advance by the DP Coordinator), will be disseminated to students and parents of Grade 12.
- Re-assessment: Procedure for requesting reassessment of student performance under the Enquiry Upon Result (EUR) option on IBIS, will be intimated to parents / students of Grade 12, prior to and after the declaration of the IB DP results. Feedback on the EUR will be emailed to the student /parent by the DP Coordinator on the receipt of the same from the IBO. Requests for re-evaluation of student work will be entertained only through a written communication by the parent of the concerned student to the DP coordinator, stating the subject and level of the work to be re-assessed. The DP Coordinator will then do the needful through communication with the IBO.
- Retake of DP Examination: All such requests for registrations should be made through a written communication, by the parent of the concerned student, to the DP Coordinator who will then do the registration. This request must come in by 28 July for the November session and by 14 November for the May session.

4. Cross-referenced

- SNIS Academic Integrity Policy
- SNIS Admissions Policy
- SNIS Language Policy
- SNIS Inclusion Policy
- SNIS Curriculum Handbook

5. References:

- www.ibo.org
- Making the IB-PYP happen – 2009
- Guidelines for developing an assessment policy
- Assessment in the IB-PYP & DP: Annotated samples

- Program resource centre (IBO)
- [1] IB-MYP: From principles into practice! (2014), Programme resource Centre, IBO 2014, Web accessed 20th August 2021
- [2] "From Principles to practice". Resources.Ibo.Org, 2021, https://resources.ibo.org/data/m_0_IB-MYPxx_guu_1405_5_e.pdf. Accessed 20 August 2021.

Appendix 1:

MYP Internal Standardization Process:

What is Standardization?

Internal standardization is a process where teachers teaching a subject group in a school, individually grade, discuss in groups with evidence and arrive at a common understanding, application of criteria.

Why Standardization?

1. Builds consistency in grading the students' work within subject groups.
2. Reliability, validity and fairness are enhanced
3. Engages in teaching conversations where teaching and learning can be enhanced.

When does standardization occur?

In semester I, standardization occurs at the beginning of the year or for first project-based assessments, Portfolios (Design, PHE, and Visual Arts) and SEE I.

In semester II, standardization occurs at the beginning of the semester or for first project-based assessments, Portfolios (Design, PHE, and Visual Arts) and SEE II.

How does MYP Internal Standardization Process occur for project-based tasks, Portfolios and SEE?

Step 1:

Identify if the questions involve higher order thinking. Students should have an opportunity to demonstrate the highest-level descriptor for the specific rubric for that grade.

Time: 5 mins

Step 2:

You will be presented with three samples (High, middle and Low) for each grade.

Individually read and identify the achievement levels using the rubrics given. Use the best fit- approach to give the final achievement level for a criterion.

Time: 10 to 20 mins

Step 3:

In departments, compare the achievement levels with your colleagues and justify the level with evidence. As a department, discuss the differences and reach a consensus on the level for that particular sample.

Time: 5 mins

Step 4:

Feedback on common problems, weaknesses and how to bridge the students' learnings. Though the task was discussed before the assessment, if any feedback on the task can be given.

Time: 5 mins