



## **ASSESSMENT POLICY AND PROCEDURES**

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## **DRSIS - ASSESSMENT POLICY AND PROCEDURES**

### **PHILOSOPHY**

At DRS International School, we believe that Assessment and learning are inseparable and twin processes. Credible and transparent assessment and timely and effective feedback are crucial in guiding, informing, and shaping teaching and learning processes throughout the school. The school believes that ongoing assessment plays a central role in shaping students' success and in ensuring the achievement of learning objectives. Assessment of conceptual understandings, application of knowledge and skills as well as dispositions also not only contribute to the progress and growth of individual students but their analysis also contributes to ongoing programme development at the school.

### **RATIONALE OF ASSESSMENT:**

- Enhance student learning to promote the achievement of learning objectives
- Guide and improve teaching approaches, practices, and processes
- Ensure ongoing programme development

### **PRINCIPLES:**

- Many forms of assessments can be utilized to determine the effectiveness of teaching  
Assessments should be utilized in several forms
- Assessments can be formal and informal
- Assessments are to be used to monitor the progress of student learning
- Student learning is to be evaluated using the predetermined criterion
- Common formative assessments allow administrators, teachers, students, and parents to appraise their progress with their peers.
- Assessment by IB criteria allows administrators, teachers, students, and parents to appraise their students' progress in state, national, and worldwide performance
- Effective assessments provide feedback
- Effective assessments provide data that informs instruction
- Assessments should reveal what the student knows and understands

## **HOW IS ASSESSMENT DATA COLLATED AT DRISIS?**

- Student portfolios
- Student journals
- Anecdotal registers
- Assessment tasks
- Pen and paper tests
- Project work
- Oral Presentation
- Essays
- Performances
- On Screen Examinations
- Research Based Tasks

## **FEEDBACK MECHANISMS**

- Gathering information from parents, facilitators, and students
- Benchmark Grades, individual students will be given a target (in terms of Grades) for each subject for each major assessment
- Scheduled Departmental meetings to discuss and analyze data obtained through assessments

## **CONTENT OF ASSESSMENT**

- Conceptual understanding
- Knowledge acquisition in chosen subjects
- Approaches to Learning
- Developing dispositions
- Demonstration of the attributes of the IB Learner Profiles
- Usage of Technology

## **THE CONTINUOUS ASSESSMENT**

Continuous Assessment is a strategy used to evaluate the level of knowledge, understanding, and skills that a student has developed. Various assessment strategies are employed by facilitators to gather information on students' learning.

Continuous Assessments are conducted through regular class interactions. With the help of both Formative and Summative Assessments, feedback is provided to the student to make learning more effective and ascertain the progress made. Continuous Assessments increase academic achievement and enable students to develop knowledge and skills

- Diverse skills and abilities of students are manifested in various ways and will be assessed through comprehensive, differentiated, and regular assessments.
- All students will manifest academic honesty in all their internal and external assessments.
- Data compiled and analyzed after assessment will be an important feedback tool for teachers, students, and parents.
- Recording and reporting of assessment will inform the education process and remedial measures, if and when needed.

## **CRITERION-RELATED ASSESSMENT AS PER PYP/MYP/IGCSE/DP**

Individual student work is not compared to other students' work but it is compared to set assessment criteria. Teachers organize continuous assessments over the course of the programme according to specified assessment criteria that correspond to the assessment objectives. Task-specific rubrics are prepared by the grade descriptors given in each subject area. Regular school assessment and reporting play a major role: in the student's and parents Task-specific' understanding of the objectives and assessment criteria in the students' preparation for final assessment and the development of the curriculum according to the principles of the programme.

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 specific assessment criteria.

Assessment activities are constructed to allow students the potential to achieve the highest levels available. The curriculum is designed in a manner that we have a range of assessment activities that enable the students to exploit their potential to the optimum. Teachers are advised and encouraged to use the entire range of assessment activities. Any kind of breach of Academic Honesty will result in consequences described in the DRSIS Academic Honesty Policy.

## **FORMULATION & REVIEW OF THE ASSESSMENT POLICY**

To plan, coordinate and execute effective and life-long learning of our students, the assessment tools practices at DRSIS have been designed in conjunction with all the stakeholders in the process which includes the management, senior leadership team, and heads of department and teachers, with the feedback provided by the students and parents, also being incorporated during its regular yearly review or if there is any change in the IB assessment procedures or as an when a need was to arise.

## **PROCEDURE IN CONDUCTING IB CONTINUOUS ASSESSMENT**

### **PRE-ASSESSMENT**

- Occurring at the beginning of each Unit, it has the aim of testing the prior knowledge of the learners.
- It is done through oral questions, written tasks, group tasks, quizzes, etc.
- It is an effective tool for modifying the curriculum delivery and lesson plans as well as designing or re-designing the formative and summative assessments.

## *Types of Assessment in MYP & DP*

**Formative Assessment** is an integral part of our school's academic culture and is used to measure students' knowledge and experience. The results of these assessments assist teachers with informing instruction, creating curriculum, re-teaching, and assessing.

Teachers use a variety of assessment forms including but not limited to verbal assessments, written assessments, progressive assessments, web-based assessments, etc.

Formative assessment provides ongoing feedback regarding students' learning that can be used by instructors to improve their teaching and by students to improve their learning. This type of assessment is usually low-stakes, low-point value, and allows instructors to address issues immediately.

**Summative/Semester End Assessment/Examination** evaluates a student's knowledge, skills, and abilities acquired over a large section of a course, such as at the end of an IB MYP – DP unit, to evaluate student mastery. Examples of summative assessments include unit exams, research papers, in-class writing, experimental science labs, and completed unit projects. The level of mastery is pre-determined using TSC – Task Specific Clarification for the assessment, and/or grading policy. Teachers are encouraged to use them as an important role in the final grade, a student earns in a course. Overall, formative assessments check for understanding and learning and prepare students for the “higher stakes” of summative assessments, which measure achievement and are used to evaluate student knowledge, problem-solving, and skill level.

**Homework:** Assignments are given to students to complete at home throughout the entire school year, to reinforce or review important skills or concepts taught during the day. Homework may be used for grade generation. Homework is an important tool for teachers to monitor student progress. Homework serves as a form of both formative and summative assessment and provides an opportunity for students to explore topics in a course. Students are expected to produce work that reflects their ideas and thought processes.

The collaboration will allow teachers to schedule and plan long-term projects in a way as to avoid major conflicts in student time commitments. Teachers are responsible for designing the practice necessary for students to demonstrate excellence in their subject matter. Extra credit must be meaningful and pertain to the subject matter and school mission. It should be assigned fairly so that no student is excluded for economic or access reasons.

### ***Communication:***

Students receive meaningful, detailed, and timely feedback that supports improvement. Parents and students are encouraged to access in-progress grades on *ManageBac*, which is the electronic grade reporting system used by DRSIS. Parents receive student report cards and the completion of every quarter and receive progress reports approximately halfway through each quarter. Students engage in self-reflection on their progress and participate in student-led conferences during Parent Teacher Meeting, which occurs twice during the school year.

### ***Criterion-related:***

Assessment within the Middle Years Program and Diploma Programme is ***criterion-related***, as it is based upon pre-determined criteria. The MYP and DP identify a series of objectives for each subject group, which are directly related to the subject area criteria. The level of student success in reaching the pre-determined objectives is measured in terms of levels of achievement described in each assessment criterion. Students' grades are determined by evidence of the degree of standards mastery under an MYP and DP criterion descriptor within an MYP and DP rubric.

Teachers are working towards using the MYP and DP assessment levels based on criterion-related rubrics for formative and summative assessment. Teachers have structured their grade books according to the IB MYP and DP criteria for each subject area and are noting in grade books the key objectives or criteria being assessed on formative and summative assessments.

These practices will help deepen the understanding of IB assessment criteria for teachers, students, and parents. Students are working towards using criterion-related rubrics for self-reflection on their progress toward IB objectives.

### ***Assessing the development of attitudes/ ATL skills and Learner profile:***

All skills are developed through various units as per the objectives of the unit and accordingly teachers create situations and provide experiences and opportunities so that the skills are developed. Students and teachers reflect on the development of the skills every month. Teachers also use informal observation to give feedback to the students for learner profile development. Recording and reporting: The Formative assessment is recorded and reported in terms of four levels of achievements.

The Assessment objectives of the subject disciplines have been broadly classified into various skill categories. Each skill development has got four levels. The statement for each level of performance has been adapted from and modified from the latest subject guides and IB grade descriptors. Every month a report on formative assessments is to be done to the parents, where students will be reflecting on the levels of achievement of at least two skills/objectives in each subject. The monthly reporting on skills should in a term give ample scope to showing the development in a particular skill area. The nature of these formative assessment tasks could be varied type, however the teacher's instructions for the same should give sufficient scope for achieving the highest level.

### **Analysis of assessments:**

Data from the summative and formative assessments are analyzed to provide information about student learning and individual needs of students and to help differentiate the curriculum within the year. The assessment information is analyzed collaboratively across the grade level subject groups to evaluate the learner as well as the program requirement. Failure to submit assignment: If a student fails to submit work on time, without a genuine reason, parents and the Head of school will be notified. Students who are absent when the work is due must submit the work as soon as they return to school and a medical certificate must be required in appropriate cases.

### **Assessment practices in the MYP:**

Some key features of MYP assessment include:

- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives.

The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning. MYP internal assessment includes tasks, strategies, and tools that are designed, developed, and applied by teachers.

Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential. Student peer and self-assessments are done after every assessment. Internal summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

At DRS teachers would regularly report student progress toward the MYP objectives using the prescribed subject-group assessment criteria. Assessment criteria for years 1, 3, and 5 of the programme are provided in MYP assessment booklets.

External assessment: All MYP students in the fifth year of the programme demonstrate consolidation of their learning through the completion of a personal project. The official validation of personal project grades is mandatory and requires a process of external moderation of teachers' internal assessments. Personal project moderation is a mandatory requirement. DRS has a system in place to exhibit the personal project work of the students to the school community.



**Optional MYP eAssessment:** MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills, and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB-validated grades.

MYP certificate: The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- Six on-screen examinations (one from each of five required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in physical and health education, arts or design
- the personal project.

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

### **Achievement levels**

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. Levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2.

All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement.

MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

MYP general grade descriptors: To arrive at the criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 which is then converted into a MYP grade on a scale of 1-7 as follows:

1-5	1
6-9	2
10-14	3
14-18	4
19-23	5
24-27	6
28-32	7

## **Internal standardization**

At DRS we have the process of internal standardization for summative assessments and term-end assessments, before final achievement levels are awarded. This is done to increase the reliability of judgment and is done within the department by teachers teaching the same subject groups. Internal standardization of assessment will also be done for the personal project in the future.

## **Determining achievement levels at DRS**

The school year is divided into two terms and at the end of every term, teachers must make informed choices on their student's achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

## **Developing task-specific clarifications:**

Task-specific clarifications are the school-based modified criteria that are useful in bringing a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion.

At DRS teachers need to develop task-specific clarifications by redrafting the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. Differentiated tasks: At DRS the assessment tasks would take into account the requirements of students with special educational needs (SEN) in the future. As of now, there is no student with SEN in MYP.

Consideration of the appropriateness of the task is also made for those who are learning a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

Recording assessments: Teachers have a responsibility to document assessment data on all their students. During the course of MYP units, teachers at DRS will need to record assessment data on the Google Drive shared with them to support the determination of an achievement level. Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.

## **ASSESSMENT IN THE IB DIPLOMA PROGRAMME**

The objective of the Assessment Policy is to provide a mechanism that helps students to improve their learning process and overall teaching quality of the IB Diploma Programme (IB DP) at the school. Successful implementation of the Policy depends on efficient guidance, based on the assessment of students' academic performance, provided by the school on further (university-level) educational perspectives.

The policy aims at contributing to the development of the school as an IB learning community and

to the continuous improvement of students' learning, in particular, of their independent and critical thinking skills.

The assessment process at the school consists of both formative and summative assessment. The school is committed to emphasizing the importance of formative assessment and, at the same time, it recognizes the importance to prepare learners for their IB DP External Assessment including examinations. The Policy provides a smooth implementation of the IB DP. In particular, it provides students with an opportunity for their academic performance to be assessed, based on learning standards of the IB, as well as the school-based assessment standards.

## **ASSESSMENT REQUIREMENTS IN THE DP**

### **RECORDING AND REPORTING IN THE DP**

- The performances of all students shall be reported twice per year. Report cards shall be checked and signed by teachers & DP coordinators and submitted to the Principal for approval. The mock of IBDP Year 2 students is also assessed and reported to the parents.
- Each component is evaluated strictly in adherence with the assessment criteria which are created by the subject teachers by the IB criteria. The same are explained and provided to students.
- Each year in IBDP is divided into two semesters. Each Semester comprises 3 levels of assessment i.e., 2 monthly tests of 30 marks each and 1 semester-end exam based on the assessment criteria of respective subjects in the final IB examinations. The Semester end grade is considered after taking 30% of each of the monthly tests and 40% of the semester-end examinations. Achievement is graded based on the "1 to 7" scale, and Grades from 1 (lowest) to 7 (highest) are awarded.
- For year 2 only, semester 4 comprises one monthly test and 3 mock examinations. Mock IB Diploma Programme examinations are organized in the school and are aimed at identifying strengths and weaknesses students have in learning to prepare them for the final IB DP examinations.
- The students and parents are given comprehensive feedback about the level of achievement as per each grade descriptor, in academics, as well as CAS and TOK performance. The performance of students in CAS is reflected by qualitative assessment, based on evaluative comments provided by the CAS Coordinator.
- IBDP Grade Boundaries: The grades are provided for the Semester Exams based on the IB guidelines and grade boundaries. These are sourced from the IB Assessment Policy Document/ Guidelines for Developing Assessment Policy in the Diploma Programme. These are revised whenever done so by the IB in different subjects
- If a student is unable to attend an examination due to special circumstances, the student or the parents/guardians have to provide relevant evidence to validate the reasons and apply

for postponing the examination to the school academic administration. The student would take the examination at another scheduled date.

## **REPORTING FOR CAS/TOK/EE FOR IBDP**

### **STUDENTS REPORTING FOR CAS**

- The CAS program formally begins at the start of the Diploma Programme and continues regularly, ideally every week, for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or maybe an extended series of events.
- ▬ Students use the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating the achievement of each learning outcome.
- Students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.
- The CAS Coordinator provides the CAS feedback for the semesters to the parents in the form of remarks. This feedback is based on the learning outcomes and the performance of the student in the individual and collective CAS projects. The progress in TOK is recorded in the Student Progress Report Card in the form of a grade range of A-E.
- The CAS advisors and supervisors meet with the students regularly to help them in planning and implementing a balanced CAS program. This is recorded in their attendance and anecdotal records. maintained by the CAS coordinator.

### **REPORTING FOR EE**

The EE Coordinator and the EE Supervisor continuously monitor the Researcher's reflection space (RRS) for providing feedback on content, context, and the frequency of the reflections. The supervisors provide written feedback by way of a Teacher Review Form on RRS on student reflections on EE on making connections to conceptual understanding, Learner profile, international mindedness, TOK, and CAS.

Reflection session Feedback forms are used to conduct and record discussions during the three reflection sessions for EE. This is written down by the supervisor at the time of reflection sessions to comment on the progress and the recommendations made. The candidate is given this feedback to reflect on the work done so far and make any changes to the process if need be.

The progress of the students is also monitored through the EE Timeline status sheet in the DP Core Handbook. Students also self-assess themselves on the Extended Essay Criteria as described in the EE Criteria.

Overall progress feedback remarks are given by the teachers in the term-end report.

## **REPORTING FOR TOK**

**Summative Assessment** in TOK comprises two tasks:

1) **The Essay:** The Essay is externally assessed by the IB, and must be a 1600-word exposition on one of the six titles prescribed by the IB for the academic session. It accounts for 67% of the final mark.

2) **The Presentation:** The Presentation is internally assessed and externally moderated. It can be either individual or group work, where 10 minutes is allotted to each student in either case. The presentation planning document (TK/PPD) is moderated by the IB. It accounts for 33% of the final mark.

- *Both the Summative Assessment tasks are assessed using the method of global impression marking with criteria defined in the respective assessment tools.*
- *Students are expected to attend the mandatory interactions/meetings for the Essay & Presentation as per the schedule and must ensure they submit their initial response sheet, written exploration, essay plan, first draft, and final draft of the Essay, as well as their TK PPF and TK PPD by the specified dates mentioned in the Core Handbook and DRSIS TOK Assessment Guide.*

To help prepare students to excel in the summative assessment tasks, as well as to fulfill the course aims and objectives, **formative assessments** in TOK are carried out on an ongoing basis at DRSIS. The following areas of student work are assessed throughout the course and are reported on every semester through the grade range A-E:

- 1) End of Unit Essays
- 2) Presentations
- 3) Independent Practice
- 4) Classroom Participation & Journalling

The formative assessments are carried out using the TOK assessment rubric for Essay and Presentation, while Independent Practice and Classroom Participation & journaling are assessed through the respective rubric and rating scale included in the DRSIS TOK Assessment Guide.

## TEACHERS' ROLE IN ASSESSMENTS

- Teachers teaching the IBDP must follow the instruction given in their subject guides.
- Teachers must give copies of IA procedures, TOK and EE Handbook prepared by the school to all students and guide them about the assessment criteria and IB requirements in each of these areas.
- An orientation program for all students and parents is to be conducted for introducing them to the IBDP Policies and procedures on not only the various subjects and levels but also TOK CAS and EE. They are given a clear understanding of the assessment requirements, criteria, timelines, individual subject/level requirements, and other aspects of IBDP.
- Teachers must show students sample work of IAs, EEs, and TOK to ensure complete understanding.
- Teachers are required to draft an internal timeline for all Internal Submissions using a backward schedule method and share the same with the candidates. These timelines are set by the requirements of each group as well as the IB Schedule is given in the IB Handbook of Procedures
- The teacher is expected to remind the students of approaching deadlines and in case of negligence shown by any student, the teachers must meet the parents along with the DPC. The students may be detained in school to complete the assignment.
- Teachers must enforce internal deadlines and inform DPC in case of any non-compliance by the students from time to time.
- Hard copies of signed cover sheets, and final drafts of all IAs, EEs, and TOK essays along with necessary forms and assessment material are to be submitted by the respective subject teachers to the IBDP coordinator after scrutiny.

## PREDICTED GRADE POLICY

- A predicted grade is a teacher's prediction of the grade the candidate is expected to achieve in the subject, based on the evidence of the candidates work and the teacher's knowledge of IB standards
- The predicted grades are awarded by the teachers on the bases of summative and formative assessments and class performance (homework, group discussions, quizzes, presentations, class summative assessments, and semester exams.)
- The teachers are asked to award predicted grades on the basis best fit method for the first three Semester grades for each of the subjects so that they can assess students on their overall performance and also obtain accuracy in the process. The PG for EE are given before their final submissions in the last quarter of Year 2. The EE grades are given by the respective teacher purely on the teacher's assessment of the candidate's effort through the working of the EE. The TOK is assessed for each of the candidates in the last quarter of Year 2 based on the mock and final presentation of the candidates. This is done to ensure that students are very well versed with the requirements of TOK year 2.
- Teachers again predict grades after the first term exams of Year 2 September, which can be used to inform the award of PG to colleges as part of the application process. The PG is again awarded in February of Year 2 which is entered on the IBIS as the final PG
- PG is awarded thrice so that the student and parents understand the system of PG which enables them to evaluate performance and academic requirements before the final PG is awarded.
- The predicted grades are awarded for each of the subjects on the scale of 7 to 1 and for TOK and EE the scale is from A to E. Each of these grades has been given a description overall as well as subject-wise.
- The PG awarded to the students is released to the candidates.
- All PGs are entered by the respective subject teacher on the IBIS account in the last quarter of Year 2. The data is checked and verified by the DP Coordinator before the final submissions

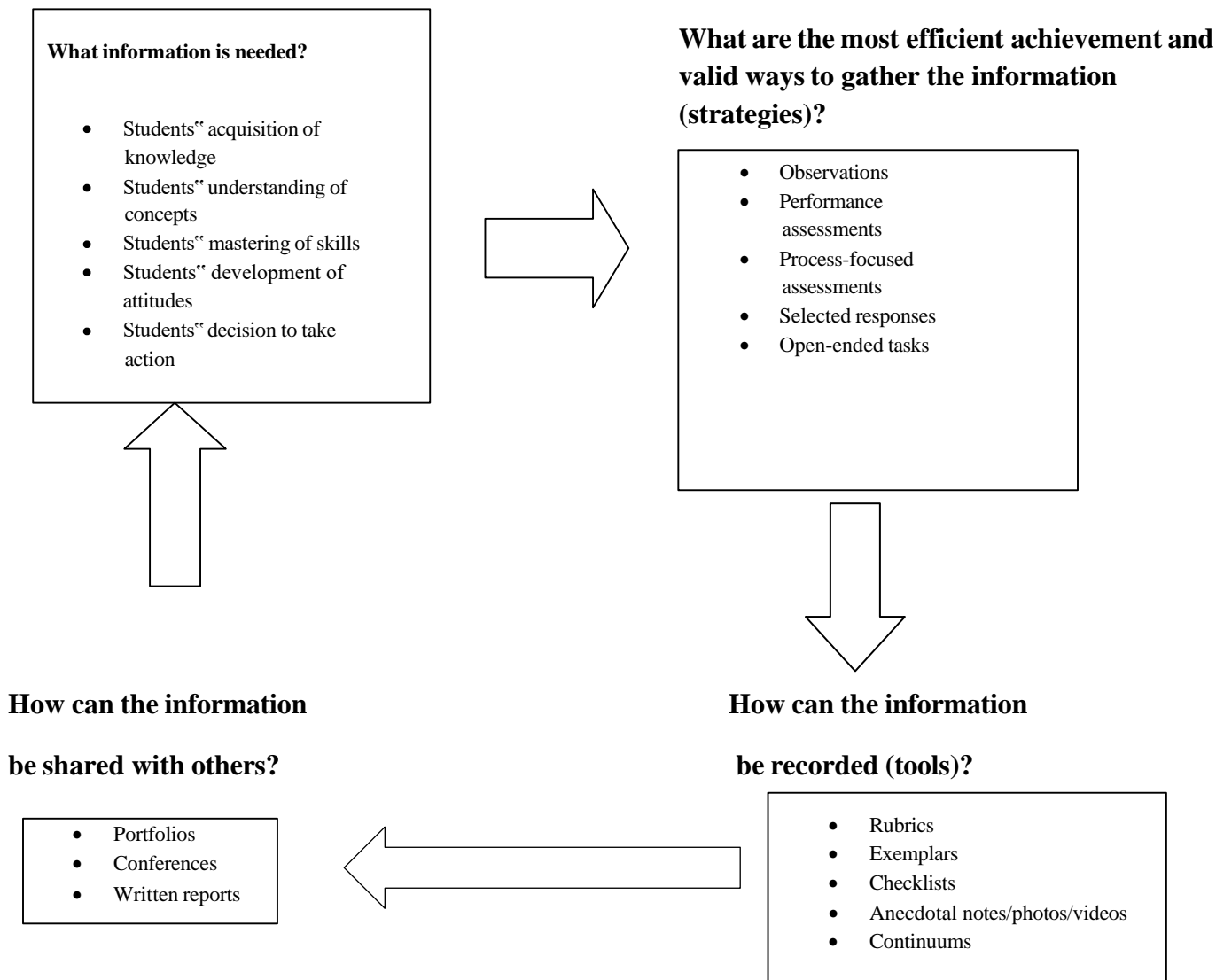
## **NON-SUBMISSION OF INTERNALLY AND EXTERNALLY ASSESSED COMPONENTS OF IBDP**

- Before the approach of internal deadlines, in the event of a student procrastinating in his work, the subject teachers must warn him of the severe consequences of non -- submission i.e., no grade being awarded in that particular subject /level not submitted.
- In case the student still does not submit and the deadlines are approaching, the DP Coordinator and the parents are informed, personally and in writing.
- In the event of non -submission even after the internal deadline has passed, the DP Coordinator will be informed, and remedial/ punitive action will be taken.
- However, the DP Coordinator may review the policy in exceptional cases like illness or an emergency. A request for an extension to the deadline or a retake may be requested by the DP Coordinator if the circumstances are reasonably within the control of the candidate. For Acceptable reasons for incomplete work please refer to Section A.7.6.2 IB Handbook of Procedures
- In case no work has been submitted that is required to be internally assessed, the IBIS entry will be given an “F” for the subject/level concerned. In case of non-submission of externally assessed work, the candidate will be marked as absent.
- All teachers are provided a copy of the Academic Honesty Policy and it is discussed in the IB collaborative meetings as well as in the departmental meetings. If the supervisor or the teacher suspects academic misconduct, they will not authenticate the work of the student and inform the matter to DPC, who will take appropriate action as per the guidelines of the Academic Honesty Policy



# ONGOING ASSESSMENT IN THE IB PRIMARY YEARS PROGRAMME

## ASSESSING, RECORDING AND REPORTING PROCESS



*This model has been adapted from the First Steps Process for Assessment and Evaluation in Linking Assessment, Teaching, and Learning, 2<sup>nd</sup> edition, 2004*

## **PYP Integrated Assessment**

“All IB programs are informed by assessment, as indicated in the IB approaches to teaching. Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts, and the development of approaches to learning. The development of knowledge, conceptual understanding, and skills requires that both teachers and students demonstrate assessment capability.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward-looking.”

(Learning and Teaching – Integrated Assessment from PYP Principles to Practices. 2018)

### **PYP Assessment tools used in PYP**

- Rubric-These are the criteria for rating with descriptors. These can be developed by students as well as by teachers or the success criteria could be co-created by the student and teachers.
- Benchmark or Exemplars- These are samples of work of students that serve as concrete standard samples to assess the work of other children.
- Checklist- This is the list of data, information attributes, and elements that should be present.
- Anecdotal Records- These are brief notes based on observation of students in different situations.
- Continuums- These reflect the developing stages of learning or achievement which is a process of learning.
- Rating Scale- The work and progress of each child are rated and recorded in a grid.
- Research Projects
- Observation Records
- Rating Scales

Additionally, to this, teachers may use photographs, video recordings, voice recordings, interviews, and examining drawings, and other student work and artifacts to analyze and record evidence of student learning.

## PYP- RECORDING STRATEGIES

OBSERVATION	PERFORMANCE	PROCESS FOCUSED	OPEN- ENDED TASK	SELECTED	PORTFOLIOS
<ul style="list-style-type: none"> <li>• Individual Behavior</li> <li>• Creative Writing</li> <li>• Study &amp; listening skills</li> <li>• Checklist on student profile &amp; attitude</li> <li>• Student action &amp; activities</li> <li>• {Expression &amp; talk}</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Presentation</li> <li>• Demonstration</li> <li>• Response Challenge</li> <li>• Art &amp; Illustration</li> <li>• Research Work</li> <li>• Writing &amp; Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Research done</li> <li>• Collecting observations as video or picture</li> <li>• Project Work</li> <li>• Checklist and descriptor { Rubric }</li> <li>• Reflection made</li> <li>• Collecting evidence from various contexts to show different skills</li> </ul>	<ul style="list-style-type: none"> <li>• Response to stimulus in various forms like writing, talking, drawing skills, journals poems, songs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Response to single &amp; dimensional exercises in the form of quizzes, summative assessments, timelines, solo performances, oral presentations, and spelling summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of collection of students' work to show their success growth, thinking skills, creativity &amp; reflection</li> </ul>

## **REPORTING IN PYP**

Reporting is the process by which assessment information is communicated to students, parents, and teachers. Reporting provides information about what students know and can do, along with recommendations for their future learning. The primary purpose of reporting is to improve student learning. The PYP Curriculum documents state that the teacher should work together with the parents and continuously provide them with information concerning the pupil's school situation, well-being, and acquisition of knowledge. At DRSIS, we believe that good communication between teachers, students, and their parents plays an important part in improving students' learning and growth.

- Written Report Cards
- Student Led Conferences Teacher- Parent Communication
- Teacher-Student Communication
- The Exhibition

## **STUDENT PORTFOLIO IN THE PYP**

A portfolio is a vehicle for ongoing, collaborative reflection between the student, teacher, and parents, enabling each to become a partner in the learning process. The collection of photographs and work samples in a portfolio shows the personal inquiries in which a student has been involved, the areas of learning that have been covered, and how they have developed during that period. The portfolios are also used during Student Led Conferences during which parents are invited to celebrate, appreciate and understand their child's learning and the learning processes their child uses. The portfolio forms a large portion of the assessment and reporting process in the DRSIS Kindergarten.

### **Student Progress Report in the PYP has ATL (Trans-Disciplinary Skills) and Teacher Comments**

Student Progress Reports include an indication of how the student is developing Transdisciplinary skills. These are social skills, communication skills, thinking skills, self-management skills, and research skills. They also include a comment from the Classroom Teacher on your child as a learner apart from your child's goals and reflections

## **TEACHER OBSERVATION IN THE PYP**

*Teachers observe students in formal and informal situations to:*

- Build up a clear picture of the student and his or her interests;
- Identify what and how the student is thinking and learning;
- Assess the effectiveness of the environment on the student's learning;
- Extend the student's learning.

When observing, the teacher studies and records the student's actions and words that show curiosity, initiative, and learning. By carefully studying the conversations and interactions between students, the teacher learns about their current interests, knowledge base, level of involvement with learning, and social skills. Where students use little or no language, this is done through observation. Through listening and observing, the teacher identifies areas of learning that the student particularly enjoys, and plans stimulating experiences to consolidate or extend the learning further at an appropriate rate.

As students enter the DRSIS Kindergarten, it is important to view their learning as a continuum or journey. A student's development depends upon maintaining a healthy balance between intellectual, social, emotional, and personal elements, all of which are interlinked and contribute to effective learning. Each student will achieve developmental milestones along this journey in different ways and at different times. It is important for a student's long-term development that they progress through each stage when ready and not before. DRSIS teachers consider the characteristics, capabilities, and interests that are normal for the age group and understand the different rates at which students learn.

References: *Making the PYP Happen* (2000) *International Baccalaureate Organization/*  
*www.ibo.org*

<b>Primary School Progress Report Key</b>		
N	Not Initiating	The student has not engaged in the teaching/learning experience; has not shown any movement toward the goal/outcome.
I	Initiating	With teacher guidance, the student has started moving toward the outcome.
V	Developing	With teacher guidance, the student shows some independent use of skills and is showing clear movement toward the goal/outcome.
A	Applying	Through teacher questioning, student independently implements the goal/outcome in a related but slightly different context.
E	Extending	With minimal teacher influence, student independently implements goal/outcome in significantly different contexts.

## **TEACHERS' ROLE IN PYP ASSESSMENT**

It is the responsibility of each teacher to ensure that the assessment policy is put into practice at DRSIS. Teachers will strive to ensure that everyone concerned with assessment, including students, teachers, parents, and administrators, has a clear understanding of the reason for the assessment, what is being assessed, and the method by which the assessment is made. Teachers will actively use the language of the learner profile in reports. Teachers are free to choose the assessment strategies and tools that will be used but will take into account the diverse, complicated, and sophisticated ways that individual students use to understand the experience. At DRSIS we believe that good communication between teachers, students, and their parents plays an important part in improving student learning and growth.

Teachers will strive to ensure that everyone concerned with assessment, including students, teachers, parents, and administrators, has a clear understanding of the reason for the assessment, what is being assessed, and the method by which the assessment is made. Teachers are free to choose the assessment strategies and tools taking into account the diverse, complicated, and sophisticated ways that individual students use to understand experience. Different forms for tracking and reporting student progress on all elements of the PYP are used. These forms are aligned to reflect the beliefs of the PYP.

## **ASSESSMENT IN MIDDLE SCHOOL / HIGH SCHOOL (CIE/IGCSE/CBSE)**

In Grades 6 -10, the school uses the respective curricula as the pedagogical framework through which we deliver the Curriculum. Each curriculum has specific assessment requirements, which the school must adhere to, and undergoes periodic monitoring of assessment to ensure that the school is meeting programme requirements. Assessment in Middle School / High School (CIE/IGCSE/CBSE):

- is continuous and transparent.
- is developed, implemented, and assessed collaboratively by teachers concerning the relevant guidelines.
- is criterion-related and employs the CIE/IGCSE/CBSE published subject-specific criterion according to programme curriculum requirements.

In meeting the assessment requirements, the staff meets regularly to ensure that there are common understandings of the use and expectations of the assessment criteria.

The staff has developed a common understanding of:

- the format through which the assessment criteria are communicated.
- the use of task-specific clarifications.
- the use of peer and self-assessment.
- the standardization of expectations across grade levels.
- timelines for notifying students of significant assessment tasks.
- how late or incomplete assignments are dealt with.

## **ASSESSMENT CRITERIA IN THE MIDDLE SCHOOL / HIGH SCHOOL (CIE/IGCSE/CBSE)**

- Class Assessments, Mid-semester Assessments, and Final Semester Assessments will be used as part of Formative Assessments and Summative Assessments
- Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme.
- Rubrics, exemplars, continuums, anecdotal records, portfolios, checklists, and rating scales will be used to record students' responses and performances as a means of authentic assessments.
- Authentic assessment will be used in conjunction with other forms of assessments such as tests to assess student performance and basic skill levels.
- A progress report with student achievement on curriculum criteria will be reported at the end of Mid Semester and Final Semester Assessments.

The following are types of formative assessment applied in the School for Middle School / High School (CIE/IGCSE/CBSE):

- Class participation, which includes, homework (a task to be performed by students in a non-controlled environment; quiz (which is a short question-based written task); in-class discussions and presentations;
- Research project (individual and group-based), research portfolio, commentary portfolio, essay, journal writing;
- Written tests on specific topics/chapters covered.
- Skill test related to subject-specific skills
- Final achievement at the semester-end is graded with grades as per specific curriculum requirements, twice in the academic year.



## **Teacher assessment strategies in the Middle School / High School (CIE/IGCSE/CBSE)**

- Teachers will use a variety of assessment strategies and tools to provide feedback to the learning process.
- Teachers will report assessments with report cards, parent-teacher conferences, and anecdotal records.
- Teachers will make professional judgments based on the prescribed assessment criteria and use the „best-fit approach“ as defined in the subject guides.
- Teachers will report the final grades based on the learning cycle in the year.
- Teachers will come to a shared understanding of the general, qualitative value statements that reside within the descriptors of the published assessment criteria to develop modified criteria.

## **RECORDING AND REPORTING IN THE MIDDLE SCHOOL / HIGH SCHOOL (CIE/IGCSE/CBSE)/ SENIOR SCHOOL**

Students' academic performance in Middle School and High School is reported twice per semester and students' grade report cards are handed over/ posted/ mailed to the respective parents/guardians within two weeks after each mid-semester and end-of-semester assessment and examination.

DRSIS Middle and High Schools have a process to take appropriate and timely intervention for students who have underperformed, that is, who have scored below D grade OR in any subject: When finding students who have underperformed, the subject teacher is the first to take appropriate and timely intervention for those students. Simultaneously, problems are reported to both the teacher and the Head of Subject/ Coordinator/ Vice Principal for further action or intervention if necessary. Parents/guardians are also invited to be involved when necessary.

The performance of all students shall be reported twice per semester. The school's formal reports provide summative criterion totals for each subject's criteria based on the published assessment criteria. A summative criterion judgment is based on at least two summative assessments for each criterion within the reporting period (except in subject areas where this is not required). Teachers make a decision on the final achievement level for each criterion based on the student's work and the descriptor for the achievement level.

Teachers record their assessment data in an online mark book, which is shared by all teachers with parents and the administration.

The effort grade/ co-scholastic grade is based on a scale from "A" to "D", with "A" being the strongest level. The effort grade reflects a student's attitude toward learning, including, as judged by the respective teacher, his/her time spent on learning the subject and to what extent the student is engaged in the class and different activities across other domains.

## IGCSE GRADING SCALE

### GRADE CRITERIA

<b>PERCENTAGE</b>	<b>GRADE</b>
<b>91 -100</b>	<b>A*</b>
<b>81 -90</b>	<b>A</b>
<b>71 -80</b>	<b>B</b>
<b>61 – 70</b>	<b>C</b>
<b>51 – 60</b>	<b>D</b>
<b>41 – 50</b>	<b>E</b>
<b>31 – 40</b>	<b>F</b>
<b>21 – 30</b>	<b>G</b>
<b>BELOW 20</b>	<b>NIL</b>

### **CAMBRIDGE IGCSE ICE (International Certificate of Education)**

Cambridge ICE is awarded to candidates who pass in at least seven Cambridge IGCSE subjects, including two from Group 1 and one from each of Groups 2 to 5. The seventh subject may be chosen from any of the syllabus groups.

Candidates who qualify for the Cambridge ICE award will be placed in one of three categories:  
Distinction- Grade A or better in five subjects and Grade C or better in two subjects.

Merit- Grade C or better in five subjects and Grade F or better in two subjects. Pass- Grade G or better in seven subjects.

## **PROCEDURAL ASPECTS OF ASSESSMENTS IN IGCSE**

- Summative assessment is used to quantify and evaluate the level of assimilation of the curriculum.
- It is the responsibility of the respective subject teachers to complete the predetermined curriculum on time and to ensure that a thorough revision is done before the summative assessments/ examinations are conducted.
- The revision period should comprise a few classes as deemed necessary by the educators and about 7-10 teaching periods before the semester examinations. The purpose is to recapitulate the syllabus concisely before the mandatory assessment.
- All students are provided with the date sheet and timetable one month before the examination. The teachers will apprise all students about the rules and regulations of the examination and a copy of the same will be given to them.
- It is done through the weekly summative assessments and the two-semester exams conducted in the months of September and March. The school follows a process to track and support the students through the SA process. The summative assessments and examination schedules are provided to the students at the commencement of every semester so they are conducted regularly unless there is any unforeseen occurrence. Any schedule change is notified to the students and parents through a circular. The performance of the students in the weekly summative assessments is maintained by subject teachers and reviewed by DPC

/Principal/HOS. The performance in these summative assessments is reflected in the Student Progress Report Cards.

- The students of Grade-10, IGCSE appear for their pre-board exams in preparation for their main Board Exams.
- Details of the summative assessments and exam schedules are provided to the students through the School Calendar at the commencement of the academic session and the beginning of every term.
- The comprehensive continuous evaluation system is reflected in the Report Cards of each semester's performance and is provided to the parents during the Parent- Teacher meeting, wherein the strengths, limitations, and strategies for improvement of the students are discussed at length by all subject teachers, class teachers, and Curriculum Heads.

## **COURSE EXAMINATION AND PROGRESS REPORTS IN THE MIDDLE SCHOOL/ HIGH SCHOOL (CIE/IGCSE/CBSE) / SENIOR SCHOOL**

At the end of every half-semester, students are assessed on their understanding of the courses via several assessment components, including written tests.

All courses' end of semester examination results must be moderated by the Examination Board. After the Examination Board's confirmation and approval of the results, the results will be uploaded to the Student Portal.

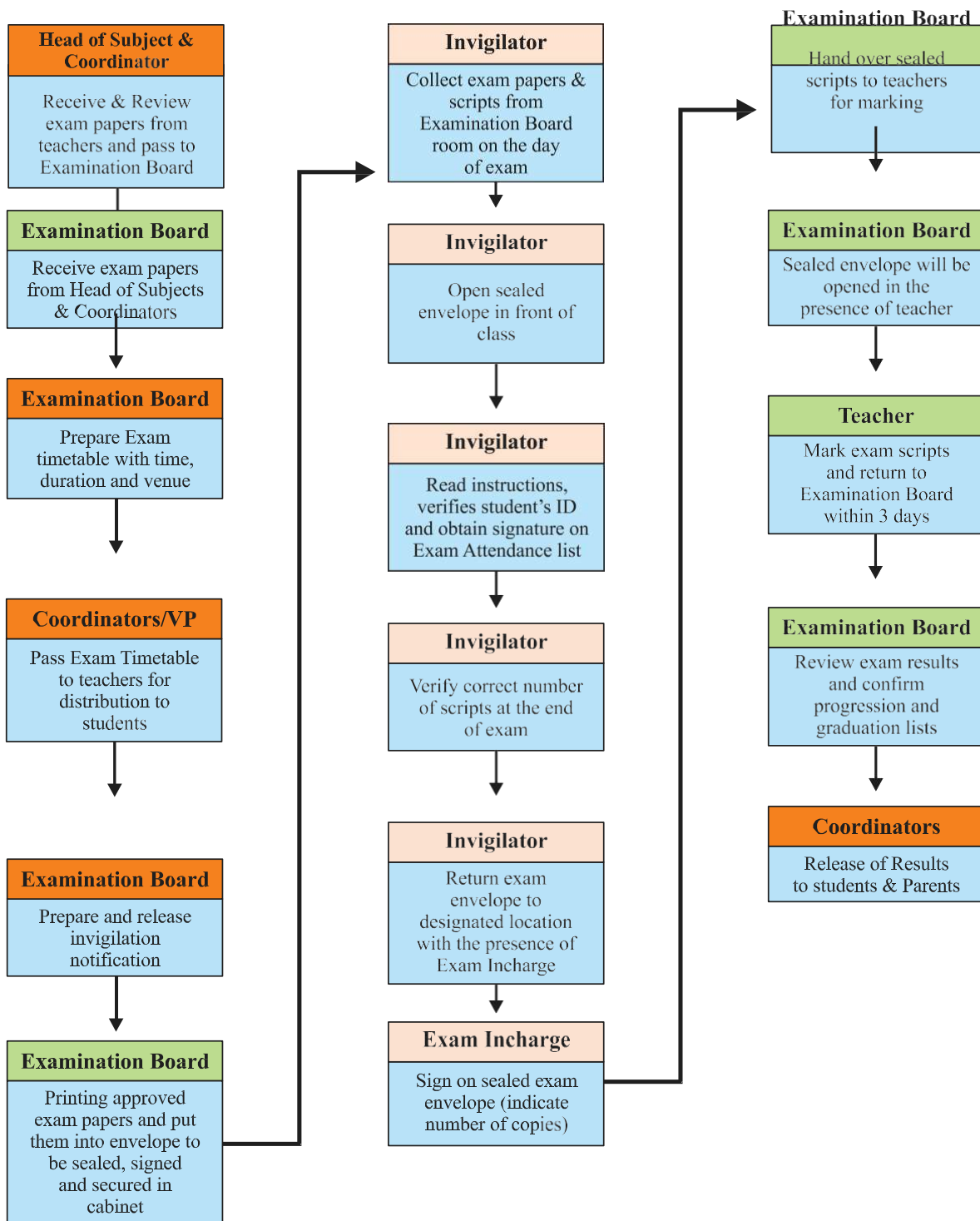
The respective schools shall also generate individual students' progress reports to be distributed to students and/or parents/guardians at mid-semesters and the end of semesters.

## **DIFFERENT WAYS OF REPORTING TO PARENTS IN THE MIDDLE SCHOOL / HIGH SCHOOL (CIE/IGCSE/CBSE) / SENIOR SCHOOL**

- Teacher comments on schoolwork
- Regular communication with the parents
- Regular meetings with the teachers
- Parent-Teacher meetings
- Student Reflections - Class journals, Self-assessment, Peer assessment, Evaluations, Portfolio assessment, Reports
- Classwork
- Discussions – Peer-peer, student-teacher
- Self-reflections
- Presentations
- Portfolios
- Independent Practice

## **EXAMINATION ASSESSMENT PROCESS**

This describes the process of examinations from preparation, invigilation, and moderation until the posting of results.



The Middle and High schools schedule mid-year examinations and end-of-year examinations in each academic year. Students shall be required to attend all examinations scheduled by the school. Students shall obey all examination regulations. Cheating in examinations is strictly forbidden. If the student is caught cheating during an examination, the result for that examination can be recorded as zero, depending on the nature of the malpractice. The student would complete the examination and the decision regarding disciplinary action would be made by the Examination Board. The record of the individual case may be documented in the student archive.

If a student is unable to attend an examination due to special circumstances, the student or the parents/guardians have to provide relevant evidence to validate the reasons and apply for postponing the examination to the school's academic administration. After the school's approval, the student shall be allowed to take the examination on the postponed dates.

Students who fail or do not attend the examination on the postponed dates, shall not be granted a retake and the result for that examination will be recorded as zero.

For those who are absent for the examinations without reasons or do not meet the requirements to take the examination, the school shall not grant a postponed date or retake of the examination and the result for that examination will be recorded as zero.

Students who are caught cheating in an examination may not be allowed to retake the examination, depending on the nature of the malpractice.

### **EXAMINATION PAPERS AND THEIR APPROVAL**

Two sets of examination papers are required (one for the main examination and the other for supplementary). Examination papers shall be submitted in electronic form.

At least 4 weeks before the semester examination session, subject teachers shall submit to their respective subject head the examination papers, for the Coordinator/ Vice Principal to vet and submit them to the Head of School. The Head of School, after vetting the papers, shall submit them to the Examination Board of the School for approval.

All proposed examination papers will be presented to the Examination Board for approval. The Board may moderate or make recommendations to academic staff to moderate papers that it does not deem fit for the academic standard or course objectives.

## **EXAMINATION TIMETABLE**

Examination Board shall prepare the Examination Timetable with scheduled courses, date, time, venue, and duration and upload it to the student portal/website 3 weeks before the examination date.

## **PREPARATION OF EXAMINATION PAPERS AND OTHERS**

The respective curriculum teachers in coordination with the examination board shall prepare the following:

- Printing of all examination papers and answer booklets
- Examination attendance list
- Invigilation schedule

The examination papers upon printing shall be sealed in the examination envelope immediately. Examination Board shall sign on the seal of the envelope and indicate the course, subject, and number of copies. The examination envelope will be kept in a locked cabinet.

The invigilators' allocation list will be released 2 days before the examination date. Respective Teachers shall sign the List and submit it to Examination Board.

## **INVIGILATION**

On the day of the examination, the invigilator shall collect the following from Examination Board:

- Examination papers and answer booklets
- Examination Attendance List

The sealed examination envelope shall be opened in front of the students only at the start of the examination.

The invigilator shall read out to the class examination instructions before the commencement of the examination. The invigilator shall also verify the students' identities and put signatures on the Examination Attendance List.

## **CONCLUDING AN EXAMINATION**

At the end of the examination, the invigilator shall collect back all examination scripts from the students.

The invigilator shall confirm that the correct number of examination scripts is handed in in the presence of the Examination In charge



The invigilator shall deposit the sealed examination envelope into the designated room in the presence of the Examination In charge.

Examination Board shall then keep the sealed examination envelopes in a locked cabinet until handed over to the markers for marking. The sealed envelope shall only be opened by the markers in the presence of the Examination In charge.

### **MARKING OF EXAMINATION SCRIPTS**

The markers shall mark the examination scripts by the marking scheme. Markers are given 2 days for marking.

The marked examination scripts shall be returned to the Examination In charge with the award list.

### **EXAMINATION BOARD REVIEW**

An Examination Board Review meeting shall be convened to review the examination results. Refer to the Examination Board Review procedure below.

### **POSTING OF RESULTS**

After the results had been reviewed and approved by the Examination Board, the respective coordinator shall then prepare the results posting. All examination results must be released within 4 weeks after the end of every examination period.

### **PROGRESS REPORT**

- After each assessment, the school shall issue student progress reports with the respective subject teachers' comments.
- Each coordinator shall hand over/post/email the progress reports to the respective students' parents.

## **DATA FOR REVIEW**

The following shall be provided for review by the relevant Coordinators:

- Semester examination papers
- Promotion List and Graduating student List
- Examination scripts.

## **REVIEW OF EXAMINATION RESULTS**

The Board shall review the examination results to ensure that the examination scripts are marked consistently without bias.

The Board may also moderate the results. Special considerations will be given to those who score around the passing mark.

In reviewing the examination results, it may not be necessary to review every single examination script. A sampling method is usually adopted. Samples from the top scores, lowest scores, and those around the passing marks are usually taken.

## **REVIEW OF THE PROMOTION LIST AND GRADUATING STUDENT LIST**

The Board shall review and approve the promotion students' list and also confer awards to graduating students upon successful fulfillment of respective courses' regulations.

## **APPEAL OF EXAMINATION RESULTS**

The Board will consider the validity of any examination result appeal(s). Decision on the appeal by the Examination Board shall be final and the appeal result must be released within 4 weeks from the date of appeal.

## **ASSESSMENT APPEALS PROCEDURE**

- The purpose of the panel meeting of the Examination Board is to establish whether or not the proper marking and moderation procedures have been put into place and to assess whether the mark produced is a fair and accurate representation of the application of these procedures.
- The following procedure will be observed at the meeting.
- The Chair will introduce the meeting by describing the procedures which will be followed.
- The applicant's case will be put to the panel and any witnesses called as appropriate.
- The panel will have the opportunity to ask questions of the appellant and any witnesses (if present).
- The teacher/representative of the teachers will be allowed to put their case, calling upon any witnesses as appropriate.
- The teacher will spell out the following information:
  - How was the coursework marked?
  - What guidance/training has the teacher received to mark this coursework?
  - What procedures were put into place to moderate and standardize the student's work within the class and across the department?
- The panel will have the opportunity to ask questions of the teacher and any witnesses.
- The appellant and any witnesses, if present, will leave the meeting and will be informed of the decision in writing within 5 working days.
- The panel will deliberate in private and will either confirm the original decision or uphold the appeal. If the appeal is upheld, the department involved must modify the candidate's mark and inform the exam board concerned.
- Full details of the appeal will be held on file by the coordinator concerned, and are to be made available to the awarding body on request.

The panel will NOT be asked to rule on the level of help that a teacher has given or not given to a student for the completion of a piece of work. This is not grounds for appeal.

## **LINK BETWEEN ASSESSMENT POLICY AND OTHER POLICIES**

DRSIS Assessment policy is aligned with other policies as follows:  
In all these policies, students are at the center.

### **Link to the IB Learner Profile**

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 (*MYP: From Principle into Practice*). We take responsibility for our actions and their consequences. DRSIS expect all student to act with integrity.

### **Linked to DRSIS Academic Integrity policy:**

It is expected from students to uphold principles. All of their assignments should be finished with academic honesty. Any infraction of this shall be handled in accordance with the Academic Integrity Policy of DRSIS.

### **Link to DRSIS Language Policy**

The act of differentiation enhances the learning process and abilities of the students irrespective of their level of apprehension. This helps the students to be completely adept to classroom engagement.

### **Link to Inclusion Policy**

We encourage students to participate and take responsibility for their actions based on their comprehension level. With appropriate guidance, the teachers develop various learning opportunities based on each student's requirements.

## **EVALUATION OF ASSESSMENT**

The school uses the results of the assessment to determine the effectiveness of teaching.

After the results for the academic year are finalized, the school conducts an evaluation review of the previous semester and provides recommendations/suggestions for further improvement.

Evaluation review is to be conducted first at the subject level, coordinated by the respective subject coordinator, then by the Head of School, based on a consolidated review of subjects of all subject groups.

An evaluation review report is to be submitted and discussed with the Principal of the School and to be submitted to the Examination Board of the School for discussion.

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