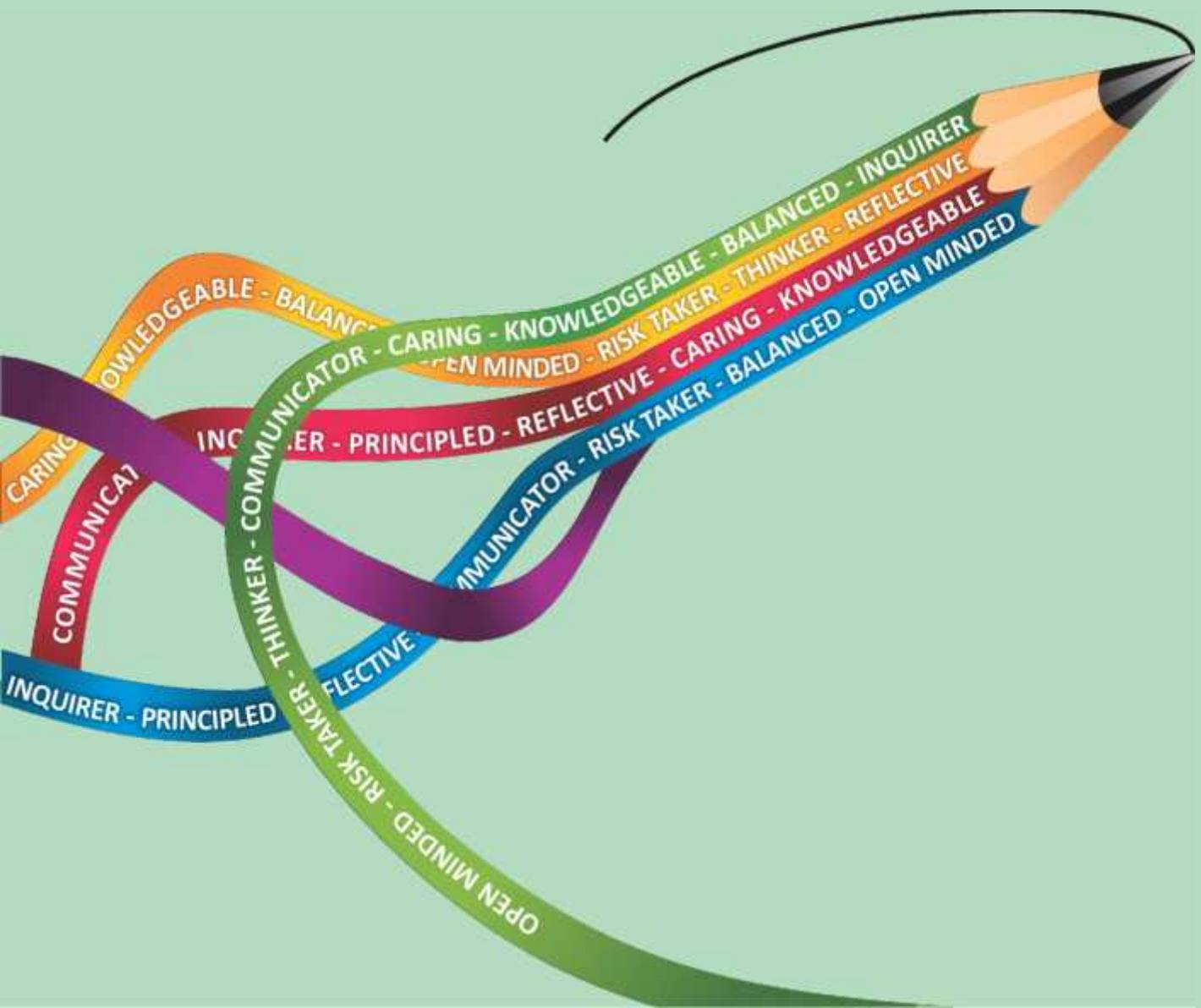




Assessment Policy



Assessment Policy at NISV

Steering Committee

Members of the Governing body, Head of the School, a member of the Parents Association, Senior Student Representatives, Coordinators and Heads of the Departments

Assessment Philosophy

The Assessment Policy is derived from the school's and the IB's assessment philosophy and the principles, which are consistent with each other. It represents a statement of intent and action for achieving the educational goals. It considers time lines and the demands that the assessment places on students and teachers for a clear understanding of the purpose of assessment and its practical application in the IB Programme.

IB PYP

Introduction

The purpose of assessment at NISV is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for learning. This evidence shall be used to give recognition and timely feedback to the learners and all other stake holders. Assessment shall reflect best practices that support the learner and the teacher in the promotion of student achievement.

1. Assessment Philosophy

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully guiding students through the five essential elements of learning:

- The acquisition of knowledge
- The understanding of concepts
- The mastering of skills
- The development of attitudes
- The decision to take action

The prime objective of assessment in the PYP is to promote feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, can do and feel at different stages in the learning process. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both.

2. Aims of Assessment

- a) To promote student learning
- b) To collect information and evidence about student learning
- c) To contribute to the successful implementation of the programme.

a) Student learning is promoted through:

- Student's prior knowledge and experience
- Knowing and understanding student's areas of strength to assist further growth
- Planning the teaching and learning to meet individual and group needs
- Building a profile of student's understanding
- Student involvement in the assessment process, reflection on their own learning, taking responsibility for their own learning, developing their ability to be self-critical and setting targets for consequent work. Students also learn to critically assess the work of their peers by checking learning outcomes in relation to curriculum aims.

b) Collecting information about student learning:

- Examples of student's work and performance
- Examples of student reflection and evaluation
- Record of results

c) Evaluation of the effectiveness of the programme

Programme evaluation uses a variety of student assessment to:

- Assess student's performance in relation to the general and specific expectation of the programme.
- Assess student performance in relation to other classes or groups both internally and externally.
- Inform to and get information from others (students, parents and colleagues)
- Redesign programme after feedback

3. The Assessment Component

The assessment component in the school's curriculum can itself be subdivided into 3 closely related areas

- **Assessing**- how we discover what the students know and have learned
- **Recording**- how we choose to collect and analyse data
- **Reporting**- how we choose to communicate information

A) Assessing

The assessment of the student's development and learning is an essential component of the curriculum and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At NISV a range of Pre- assessments, Formative assessments and Summative assessments are incorporated in the homeroom which demonstrate student achievements.

1. **Pre-Assessment:** Pre- assessments help teachers and students to find out about student's prior knowledge.
2. **Formative Assessment:** This provides information that is used to plan the next stage of learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do so that further impetus can be provided in order to improve knowledge and understanding. It provides regular and frequent feedback to the teacher and the student. This process helps learners to improve knowledge and understanding, fosters self- motivation and enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self- assessment and recognize the criteria for success.
3. **Summative Assessment:** This is the culmination of the teaching and learning process and takes place at the end to provide students with opportunities to demonstrate what they have learnt. It measures the understanding of the central idea of the unit and prompts students towards action. Summative assessments can assess several elements simultaneously; it informs and leads to improvement in student learning and the teaching process.

Assessment in the classroom includes:

- collecting evidence of student's understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- developing clear rubrics that address the essential elements of the PYP
- identifying exemplary student work
- keeping records of tests/tasks
- maintaining anecdotal records of student performance

B) Recording

NISV teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

Assessment Strategies

Observations: All students are observed often and repeatedly with teachers noting the growth and progress of individuals, the group and the whole class. Observations include how groups work and the role of participants within the group.

Performance Assessments: The assessment of goal directed tasks with established criteria that are authentic challenges and problems. Students apply what they have learnt by completing authentic tasks that have more than one acceptable solution.

Selected Response: Test and quizzes are the most familiar examples of this form of assessment.

Open ended tasks: Students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Tools

Checklists: These are list of information, data, attributes or elements that should be present in student's work or performance.

Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a pre-determined scale. Rubrics could be developed by the teachers and also by involving the students.

Exemplars: Samples of student's work that serve as concrete standards against which other samples are judged.

Anecdotal records: These are visual representation of the development stages of learning. They show a progression of achievement or identify where a student is in a process.

Continuum: These are visual representation of the development stages of learning. They show a progression of achievement or identify where a student is in progress.

C) Reporting

Reporting on assessment at NISV includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Conferences: Teacher-Parent Conference, Student-led Conference, Teacher-Student Conference
- Roll on & Roll off of units
- Twice yearly written Reports
- The Portfolio
- Grade 5 PYP Exhibition

Conferences

Teacher-Parent Conference (TPC): This is held thrice a year from Grades 1-5 and 4 times a year from Nursery to Prep Senior. The purpose of this conference is to discuss and identify social, emotional and academic strengths and areas for improvement.

Student-Led Conference (SLC): This is held twice a year. Some of the personal development dialogues take the form of student led conferences where the student discusses his/her work and progress with the parent. Students identify and set future goals in conjunction with the parent and the teacher.

Teacher-Student Conference: These are informal and designed to give students the feedback so that they can reflect on their work and further refine and develop their skills. This encourages student learning.

Ongoing Communication

Teachers can be contacted through the school link book, e-mails and phone. Teachers also communicate with parents through the link book, e-mail, Flinnt messages and through the class blog.

Roll on and Roll off

We have two Roll on and Roll off sessions per grade each year where parents are invited to witness student learning and the process of inquiry of a unit that has been completed. Teachers also brief the parents about the new unit of inquiry during the Roll on sessions.

Written Reports

The Report Cards are shown and given to parents once every semester. The school includes an appraisal on student's progress in various areas of academics, learner profile and a general comment in the report card for each semester.

Portfolio

Portfolios are a purposeful collection of student's work that is designed to demonstrate reflection and growth, creativity and higher order thinking.

They celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry, in all subject areas.

A cumulative collection of student work that travels with the student from nursery to grade 5, the Portfolios are housed in the student's classroom and are accessible to the student. Students should understand the purpose of the portfolios, the process used to compile them, and should be able to explain why specific materials are in the portfolio. Students use the portfolios to communicate with teachers, parents and peers throughout the year.

There is a balance of the teacher selected work and the student selected work content in the portfolio which comprises of work pieces from all the subjects.

PYP Exhibition

The Exhibition marks the culmination of the PYP. The students of Grade 5 work collaboratively to demonstrate their understanding of the programme. They select one organizing theme and showcase the five essential elements of the PYP (Knowledge, Concepts, Attitudes, Skills and Action). The exhibition provides an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

IBMYP

1. Assessment Philosophy

MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria of each subject group in each year of the programme. The Criterion related approach represents a philosophy of assessment that is neither 'norm referenced', which means that students must not be compared to each other, nor is it 'criterion referenced', which means that students need not master the lower level before achieving the higher level of the strands of specific criteria.

2. Aims of Assessment of IBMYP

- 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 discipline, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitude towards learning
- Promote a deep understanding of subject content by supporting students' in their inquiries set in the 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

3. Assessment Planning

Assessment practices in MYP include-

- Distinction between internal summative assessment and the supporting formative processes
- Assessments must allow students to recall, adapt and apply knowledge and skills to new questions and context
- Development of ATL skills which are closely related to Subject Group Objectives
- Assessing not only the end product but also the process of learning
- Professional judgement of teachers in deciding the achievement levels of individual students
- A variety of evidence to improve student learning and to help students achieve their potential
- Reflection which shows the development of students within the subject

4. Assessment Strategies

The MYP values the use of a variety of assessment strategies during the programme to provide a more balanced view of student achievement.

- **Observation-** Teachers may choose to observe all students regularly and often, taking a wide angle view (focusing on whole class) or a close-up view (focusing on one student or one activity). This strategy is useful when assessing some behaviors and skills.
- **Selected Response-** Tests and quizzes are the most familiar examples of this form of assessment. This strategy is useful in formative assessment as it is quick and straight forward to administer and also provides instant feedback for the students and teachers.

- **Open-ended tasks**- Presentations, essay or a diagram as a solution to a problem are examples of this assessment. This strategy allows teachers to present students with a stimulus and ask them to communicate an original response.
- **Performance**- A composition, a research report, a presentation or a proposed solution are examples of this assessment model. This strategy allows students to demonstrate the acquired skills and show their understanding in a real world context. Students are assessed on their ability to demonstrate predetermined learning objectives in and across subjects.
- **Process journals**- Student reflection and metacognition are essential aspects of this process. Regular recording of student reflections lead to enhanced understanding of the concept. Process journal allows student to detail their service and action and its impact on them and on others.
- **Portfolio Assessment**- Students and teachers use the portfolio to record learning achievements. Students and teachers choose their works or evidences from other assessment strategies that show the level of knowledge and understanding and also demonstrate their skills and attitudes.

5. Implementation of Assessment

- **Appropriateness of tasks** – The assessment tasks should address at least one MYP subject group objective. The student's work is then assessed using appropriate criteria. Assessment task should take into account the requirements of Students with special educational needs. Tasks could be modified for the students who are not able to meet the MYP objectives, but parents and students need to be informed.
- **Creating sufficiently rigorous task**- Teachers ensure that the tasks not only addresses the requirements of the objective but allow students to access all the achievement levels ranging from lowest to highest.
- **Developing task- specific clarification**- Task specific clarification is based on IB specified assessment criterion. Teachers redraft the level descriptors of assessment criteria as per the requirement of the task which may be for-
 - a. Facilitating learning process
 - b. Supporting learning by guiding instructions
 - c. Providing examples to deepen understanding
 - d. Bringing transparency to the process of assessment
 - e. Contributing in teachers' reflections in the MYP unit
 - f. Helping in curriculum review by reflecting the specific content actually taught
 - g. Simplifying the command terms used in the task.
 - h. Meeting the expectation of the task through oral discussion

6. Assessment tools

The following tools are used to collect and document evidence of students' achievement in each unit.

- **Anecdotal records** are used to systematically compile, document and organize the observations of the students learning skills and achievement levels using technology.
- **Continuums** provide visual representations of developmental stages of learning. It shows a progression of achievement and identifies the level of achievement. It is used to inform the development of ATL skills to the teachers across all subject groups (Horizontal and vertical)
- **Examples** are students work which serve as concrete standards against which other samples are judged. These serve as benchmarks for the particular task.
- **Checklist** are list of attributes or elements that should be present in a particular response to a task. This is useful for formative assessments.



7. Reporting Student Achievement

- **Report Cards-**

The school reports the achievement of the students twice in a session (Once in a term) through report cards.

- All teachers contribute assessment data from their subjects
 - Best fit approach is adopted to award the final achievement level to the student
 - Summative assessment levels of all criteria of each subject group are recorded
 - The level total of all criteria of a subject is converted into grade as per IBMYP 1-7 scale
 - MYP report of student achievement communicates the student's achievement level for each assessment criterion with appropriate remark and grade for the subject together with its descriptor
 - Level of ATL skills in each subject group is also reported
- **Teacher-Parent Conferences-** Teachers communicate assessment data, both formative and summative from their subjects to the parents. The communication is open, transparent and supported by student's work.
 - **Student-led Conferences-** Students share their achievement supported with portfolio of achievement.

In year 5, the school ensures that students submit the personal project for monitoring/internal assessment within the stipulated period. All students are registered to IB for moderation of Personal Project.

IBDP

Assessment and instruction go hand in hand and a variety of different strategies are used to support curricular goals and to assess student readiness for a particular unit of study. These are:

Diagnostic Test: Set on a short learning capsule that students must answer under controlled conditions in a set time. Often marked/ graded by oneself/ peers/Teachers.

Formative Assessment: A collection of one or more tasks that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by the subject teacher. This is aimed at identifying the learning needs of students and forming part of the learning process itself.

- Uses informal assessment strategies to gather information on student learning
- Takes place during regular class instruction as most formative assessment strategies are quick and easy to use and fit seamlessly into the instruction process
- The information gathered is graded to inform the students whether they have conceptual clarity or whether they require more practice
- Descriptive feedback may accompany a formative assessment

Formative Assessment Strategies- Purpose:

- Formative assessment strategies are used throughout a unit of study
- Focuses on discovering what students know and need to know about the end goal or outcome
- Teachers use formative assessment to make adjustments to their instruction to better satisfy learner needs
- Provides teachers with information on the learning processes of their students
- It determines if the instructional practice is impacting student achievement or whether re-strategizing is required
- If students are doing well and progressing as expected, teachers continue with their current instruction practices
- Teachers plan other learning opportunities to help students attain the information or skills they need to be successful
- Teachers get a clear picture of each student and their understanding of the concept or skill being measured
- Students also use formative assessment information to make changes to their learning strategy

Summative Assessment

The various methods by which student understanding of the various subject groups is evaluated with the aim of determining the level of achievement of a student, generally at the end of a course of study.

The Educators plan their instruction around the needs which the students demonstrate. Additionally, it provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Ongoing assessment of student learning is an important part of the planning process.

The emphasis is on criterion related assessment. This method of assessment establishes student levels of attainment.

The main objective of summative assessment is to -

- Support and encourage appropriate student learning
- Contribute directly to semester grades, predicted grades and internal assessment grades
- Be conducted primarily in the form of:
 - a. Semester exams
 - b. Class unit tests
 - c. Projects and internal assessment tasks
- Contribute towards a proportion of the final IB Diploma Grade that is awarded by the IB

DP assessment procedures at NISV measure the extent to which students have acquired advanced academic skills to fulfil these goals viz:

- Analyzing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods

Formal Examination Sessions in the DP:

Grade 11: Internal Exams are held in October and in March.

Grade 12: Practice and Mock Exams are held in December and March, preparatory to the IB exams in May.

Assessment Criteria: In consonance with the IB pedagogy, each subject group uses the criteria based mark schemes provided, as the yard stick against which the assessment tasks are rated. Criteria specific tasks are designed as a formative tool to ensure thorough preparedness.

Mark Levels: In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. The school makes it a practice to follow the same for various assessment objectives, such as, Observation, Teacher Supported Self Evaluation, and Peer Evaluation to strengthen Formative and Summative Assessments.

Mark Schemes: Comprehensive Mark Schemes, which IB provides, are used to grade all forms of assessment whether it is self, peer or teacher assessed. This is adhered to very consciously to allow the students to understand the rubric and improve the calibre of their performance together with recognizing the level of application demonstrated.

Acknowledgement - IBO publications



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