



ASSESSMENT POLICY

CONTENTS

1. Philosophy.....	03
2. Rationale.....	03
3. Aims of this Assessment Policy.....	04
4. Roles and Responsibilities.....	05
5. When And How Will We Assess?.....	05
6. What will we Assess?.....	06
7. Recording Assessment	09
8. Reporting Assessment.....	15
9. English as Second Language (ESL).....	17
10. Special Educational Needs (SEN).....	18
11. Conducting Summative Assessments in the MSP and DP.....	18
12. External Assessments at Indus.....	20
13. Ethical Practice.....	20
14. Handling Malpractice.....	21
15. Monitoring and Evaluation.....	21

1. Philosophy

At Indus we believe assessment should be integrated into all aspects of the learning cycle. Assessment should be continuous and fair so as to provide information about student performance in areas of both strengths and challenges. Assessment should also provide information on the efficacy of the programme. Assessment will focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. At Indus we believe that assessment is both for assessing skills **for** learning as well as **of** learning. It is a positive and supportive mechanism that enhances student learning, teacher methodologies and parent support in the overall development of student achievement. Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different a range of assessment strategies should be adopted. Evaluation should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. While assessing a student we believe that both effort and performance must be given equal importance.

2. Rationale

In this respect assessment should:

- 2.1** Be viewed as being integral with planning teaching and learning
- 2.2** Assess the level of current knowledge and experience before embarking on new learning (assess prior knowledge)
- 2.3** Utilize a balanced range of strategies which are reviewed regularly
- 2.4** Involve the students in both formative (peer and self) and summative
- 2.5** assessment where appropriate/possible
- 2.6** Address the five essential elements (concepts, skills, knowledge, attitudes and action) and Learner Profile.
- 2.7** Provide prompt feedback for student with regular opportunities for reflection on their own learning.
- 2.8** To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- 2.9** To act as a feedback mechanism for curriculum development.
- 2.10** To reflect the intercultural dimensions of the programme
- 2.11** To meet the needs of the students at particular ages and stages of development
- 2.12** Enquire the storage of and easy access to student work showing progress over time.
- 2.13** Take clear to the students and parents the learning expectations and the integral assessment strategies.
- 2.14** Documented in a written policy of assessment
- 2.15** Follow for the analysis of assessment data in order to inform the evaluation and modification of the programme and teaching and learning strategies.
- 2.16** Follow for meaningful reporting to parents on student progress

3. Aims of this Assessment Policy

3.1 Common to all 3 Programs:

- 3.1.1** To ensure that assessment takes place regularly, which will be reflected in the program Planner.
- 3.1.2** Assessment tasks and reporting should be developed, implemented and assessed collaboratively by teachers with reference to the guidelines laid down by the IBO for each Program
- 3.1.3** To ensure a varied approach to assessment.
- 3.1.4** To seek and ensure continuous improvement
- 3.1.5** To ensure that adequate assessment takes place to facilitate authentic evaluation and reporting.
- 3.1.6** To provide guidelines for assessment

3.2 Specific to Primary Year Programme (PYP):

- 3.2.1** To promote continuous student learning and growth
- 3.2.2** To guide children through the five essential elements of learning contained in the PYP (concepts, knowledge, skills, attitudes and action)
- 3.2.3** To focus and celebrate on what students can do
- 3.2.4** To set goals and plan for future student growth
- 3.2.5** To evaluate the effectiveness of the learning program

3.3 SPECIFIC TO THE MYP

- 3.3.1** Formative reinforcement and summative assessment
- 3.3.2 Standardization of assessment
- 3.3.3** Interim and final objectives
- 3.3.4** Criteria and assessment rubric
- 3.3.5** Achievement levels
- 3.3.6** Reporting and MYP assessment cycle

3.4 Specific to Middle Years Programme

- 3.4.1** The nature and number of assessment tasks will be defined at the faculty level.
- 3.4.2** Support & encourage student learning by providing feedback on the learning process
- 3.4.3** They inform, enhance & improve the teaching process.
- 3.4.4** Develop positive attitudes towards the idea of assessments.
- 3.4.5** Development of higher order thinking skills; critical thinking by providing challenging final objectives that promote these skills
- 3.4.6** Reflect the international mindedness of the MSP by allowing assessments to be set in a variety of cultural contexts.
- 3.4.7** Development of the whole student is promoted through assessment tasks.
- 3.4.8** To promote reflection & self-assessment as these skills enhance our teaching & learning.

3.5 Specific to Diploma Programme (DP):

- 3.5.1** The variety of formative and summative assessments aim:

- 3.5.2** To provide effective feedback for pupils
- 3.5.3** To facilitate the students' motivational level
- 3.5.4** To identify learning strengths and weaknesses and provide ways of improvement.
- 3.5.5** To show continuous progress in specific areas
- 3.5.6** To assist evaluation of teaching methods and materials
- 3.5.7** To provide critical information for other teachers and parents about child's academic progress.
- 3.5.8** To enable students to form a balanced judgment about quality of their work.
- 3.5.9** To provide "the scaffolding process" with the understanding of subject specific standards as revealed through the IB grade descriptors

Diploma Program assessment procedures measure the extent to which students can:

- Analyse and present information
- Evaluate and construct arguments
- Solve problems creatively
- Retain knowledge and understand key concepts.

Assessment tasks are therefore designed to encourage and support good classroom teaching and learning.

4. Roles and Responsibilities

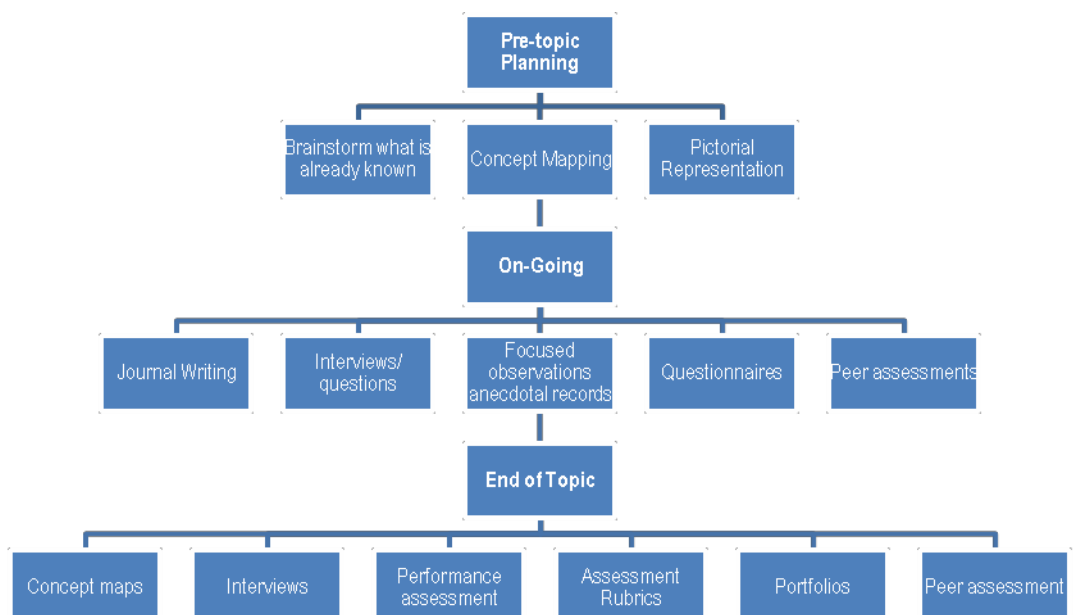
All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction.

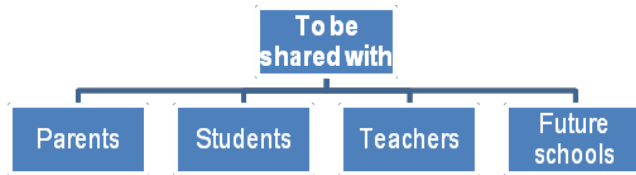
5. When And How Will We Assess?

5.1 In the PYP

Assessment in continuous and ongoing (see E.g. figure 1.1)

(figure 1.1)

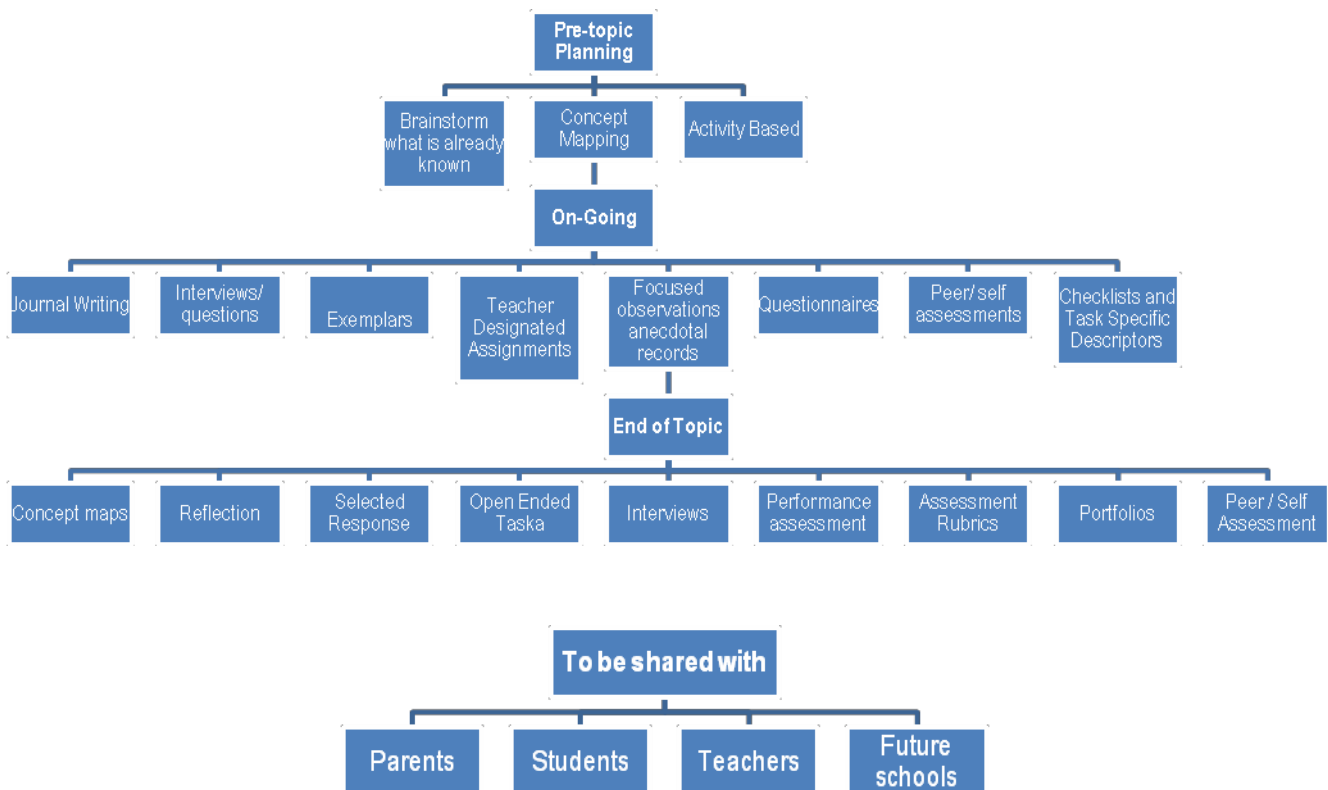




5.2 MYP assessment cycle

A typical MYP year comprises of two terms that culminate in end of the term assessments. During the course of the term, a minimum of four units of inquiry are studied. Formal and informal assessment assumes the following configuration.

Unit 1	Unit 2	Unit3	Unit 4	First term assessment
Pre assessment	Pre assessment	Pre assessment	Pre assessment	Half term and final term summative will lead to a report summarizing the students' achievement level over the year. These will be converted for reporting on the 7 point scale twice a year
Formative-1	Formative-1	Formative-1	Formative-1	
Formative -2	Formative -2	Formative -2	Formative -2	
Summative (Oct)	Summative Dec Formal reporting)	Summative (Mar)	Summative (June-formal reporting)	



5 What will we assess?

5.3 In all 3 Programs:

- ✓ Assessment is integral to all teaching and learning.
- ✓ It is designed to thoughtfully and effectively gauge students on the five essential elements of learning.
- ✓ The understanding of concepts the acquisition of knowledge the mastering of skills the development of attitudes the decision to take action

5.4 Specific to the PYP:

The Primary Years Program defines three closely related areas that make up the curriculum in the PYP: *the written curriculum, the taught curriculum and the learned curriculum (assessment)*. These three components form a cycle that leads students to deeper levels of understanding with guidance from the facilitators to construct their own meaning based on past experiences, exploration of their own questions, appropriate learning experiences and assessment of their learning.

The PYP further divides assessment into three components:

1. **Assessing** – how we discover what students have learned through Prior Knowledge, Formative and Summative assessments (students could be assessed on presentations, demonstrations, performance tasks, portfolios, interviews, tests, quizzes, portfolios, reflection journals, class discussions and the Grade 5 exhibition)
2. **Recording** – how we make notes about what students have learned
3. **Reporting** – how we pass information on to parents, administration and other parties directly involved in students' continuous learning process (reports are formulated keeping the 5 essential elements in the PYP: concepts, knowledge, skills, attitudes and action)

6.3 SPECIFIC TO THE MYP

Formative and summative assessment

Assessments comprise of awarding, recording and reporting of student works through:

Formative assessment is carried out before and/or during a unit of study. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. It gives teachers and students insights into the ongoing development of knowledge, understanding, skills and attitudes. Formative assessment can be criterion related, but can also take the form of informal observation, question-and-answer sessions, reflection, quizzes, written work, etc.

Summative assessment takes place as the cumulative assessment for a unit, term, or course of study. The summative assessment gives the teacher evidence for evaluating the student's achievement level against the assessment criteria and contributes to the determination of the student's achievement level in that specific criterion. The criterion and their descriptors are mandated by IB. The teacher can design and develop many different forms of summative assessment tasks.

While units one and three conclude mid-term and will offer anecdotal feedback formal reporting will be conducted twice a year after the second and the fourth units. All 4 subject objectives will effectively be reported upon with a conversion to the IB 7 point scale.

Examples of tasks:

- Compositions (musical, physical, artistic)
- Creation of solutions of products in response to problems
- Essays
- Examinations

- Questionnaires
- Investigations
- Research
- Performances
- Presentations (verbal, written, graphic through various media)

Standardization of assessment in the MYP

- Standardized IB published objectives and criteria are standardized vertically and horizontally within each subject and for MYP projects.
 - In year 4 and 5 of the MYP, teachers will use the objectives and criteria as published in each subject guide.
 - For year 1 of the MYP, teachers will use interim objectives that reflect year 1 interim criteria as published in each subject guide.
 - For year 2 and 3 of the MYP, teachers will use interim objectives that reflect year 3 interim criteria as published in each subject guide.
- In all years of the programme, teachers clarify the criterion for each task in a manner best suited to the context. Mostly, this is best done through the use of rubrics.
- Task specific criteria are employed within and across groups.
- Internal standardization is undertaken when more than one teacher is teaching the same subject groups before final achievement levels are awarded. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Reporting

VIII. Assessment of students with Special needs and English language Learners

Students with special needs are given need based formative assessments and same end of unit summative tests. Their progress is recorded and analysed on the basis of their individual progress and in some cases a separate report may be produced as per the school SEN policy.

ELL students are assessed for their progress in achieving language proficiency and the teacher assists them in understanding and handling subject assessments which may be differentiated to cater to their individual needs. Students are also given differentiated instructions.

6.4 Specific to the DP:

Assessment in DP will include tests, examinations, practical works, projects oral presentations, portfolios etc. It is a process of gathering information to understand what the student know, understand and what he can do with the knowledge as a result of educational experience.

Assessment can be carried out at various times throughout a programme and the assessment plan must include **Formative** and **Summative Assessment**.

No traditional tests or examination in TOK. Here the grades will be A, B, C D & E.

Pre-assessment: Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative Assessment: Formative assessment should be done at the beginning and during a course which will provide evidence of student learning at a particular point. The assessment should also help the teacher and the student to know about the prior knowledge of the student in a particular subject. The purpose of Formative Assessment is to improve quality of student learning and should not be grading students.

Formative Assessment should lead to curricular modifications when any courses have not met the student learning outcomes. Teachers must conduct classroom assessment which is one of the most common Formative Assessment will also help to examine if learning goals and objectives are met of a course in all sections(when a class has multiple sections).

Types of Formative Assessment in each term:

In each term there should be a variety of formative assessments such as:

- ❖ Presentation/Oral Commentary
- ❖ Projects
- ❖ Lab Report
- ❖ Quiz, Puzzles
- ❖ Regular Test
- ❖ Home Work
- ❖ Open book Assignment
- ❖ Group discussion/Debates
- ❖ Note taking
- ❖ Class Participation
- ❖ Assignments
- ❖ Research Paper and commentary
- ❖ Peer Assessment
- ❖ Self-Assessment

These assessments should assess both the content and the skills and monitor the progress. The smaller assessments build up to the preparation of regular tests; which are skill based and have a criterion based approach.

Formative Assessment should help to improve instructional quality and helps the faculty to design and

practice course goals and objectives and its impact.

<http://www.provost.cmich.edu/assessment/toolkit/formativesummative.htm>)

Formative Assessment should help the faculty to plan support classes for the weaker students and also enhancement classes for the gifted students.

Summative Assessment: Summative assessment is comprehensive and it should indicate the level of learning at the end of the course. It should be based on the cumulative learning that takes place in a course. Students should have the knowledge to pass the test. Summative assessment should be at the end of the term to ensure that the students have met the goals and objective of the course.

What is Continuous Assessment?

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work.

Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of continuous assessment?

The continuous assessment process is much more than an examination of pupil achievement.

Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil specific activities by both pupils and teachers.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

What is criterion-based assessment?

Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria).

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are

prepared in accordance with the grade descriptors given in each subject area.

Regular school assessment and reporting play a major role:

- In the students' and parents' understanding of the objectives and assessment criteria
- In the students' preparation for final assessment in 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 assessment criteria for each subject group.

7 Recording Assessment

Assessment recording is how we choose to collect and analyse data. All teachers must maintain student assessment records in their Teacher Files. Recording of assessment can be in any of the following formats:

- Anecdotal
- Comments
- Checklists
- Rubrics
- Continuums
- Exemplars

The assessment data will then be evaluated and reported at specified intervals, as laid down in the School Calendar as follows:

7.4 In the PYP:

Teachers in the PYP use a variety of assessment tools to record student progress, which include: rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks /exemplars and Video or narrative records. Report cards are formulated keeping these prior knowledge, formative and summative assessments in mind.

7.4.1 Midterm reports (October)

7.4.2 Term-wise Report Card (February and June)

7.4.3 **Portfolio** – A portfolio is one method of collecting and storing information that can be used to document student progress and achievement. It is a record of students' involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection (MTHPYP). Each piece contains a cover sheet which clearly indicates the objective of the work, the degree of instruction given, an assessment and how the IBPYP Learner Profile elements have been demonstrated.

Portfolios are maintained for each student at each grade level and are used as both as an assessment tool and to appreciate students' work. Each piece of work has a reflection attached indicating why the piece was chosen. Selection from all subject areas will be made per term and also per Unit of Inquiry.

7.4.4 **Student Led Conferences (once a year post spring break):** The purpose of the student-led conference is to celebrate the students' learning journey through the year, as represented through *the portfolio and other evidence*. It is a chance for parents to see the sorts of learning engagements their children are involved in at school. The experience encourages students to become aware that they have a personal responsibility for their education. It helps them to understand the importance of school and taking charge of their own learning. They develop organizational and oral communication skills. The students are also practicing the skills of self-evaluation and reflection.

7.4.5 Exhibition – In Grade 5, the final year of the PYP at IISP, students participate in the PYP Exhibition. The Exhibition is a culminating, trans disciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the programme: Knowledge, Concepts, Skills, Attitudes and Action. The Exhibition provides an authentic summative assessment for the PYP that focuses on the childrens’ enduring understanding.

7.5 In the MYP:

Teachers in the MYP use a variety of assessment tools to record student progress, which include: rubrics, checklists, continuums, task or subject-specific criteria, forms, benchmarks /exemplars and Video or narrative records. Student achievement levels are recorded according to the subject specific objective date wise in terms of summative assessments. A separate document is used for recording formative assessment reports and feedback. are formulated keeping these prior knowledge, formative and summative assessments in mind.

7.5.1 Midterm reports- End of Unit 1 Report (Coincides with the conclusion of first and third units)

7.5.2 Term-wise Report Card (Typically Coincides with the conclusion of second and fourth unit)

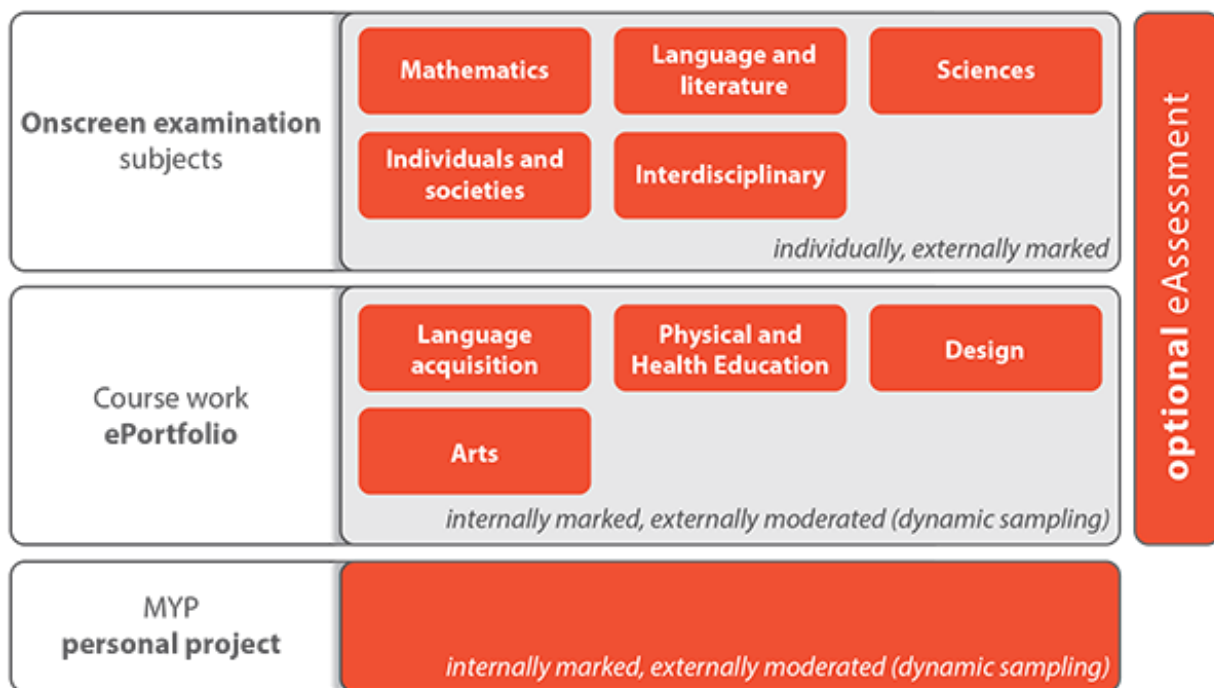
7.5.3 Personal Project – In year 5 (grade 10) of the MYP, students exhibit the culmination their learning in the form of a personal project. It is an extended work in their area of interest from within the curriculum. It comprises of the product (outcome for the product) a process journal and the report. It must be as per the requirement mentioned in the MYP projects guide.

All MYP year 5 students at Indus will have to demonstrate consolidation of their learning through completion of a personal project.

The personal project will be initiated towards the end of year 4 but majority of work will be completed in the year 5 of the MYP. The official validation of personal project grades is mandatory, and will be subjected to a process of external moderation. All MYP year 5 students will be registered for personal project moderation. The new optional MYP eAssessment provides external evaluation for students in MYP year 5 that leads to the internationally recognized IB MYP certificate.

7.5.4 E Assessment :

These represents a balanced, appropriately challenging model that comprises examinations and coursework.



7

7.2 In the DP:

Assessment Period

Two mid- term examinations (September – October & March) and **one** half yearly examination (November end) and **one** final examination (May - June).

- All faculty members should maintain student assessment records for their respective subject.
- DP subject criteria given by IB should be strictly followed and these criterion should be shared with the students.
- Feedback on each assignment and tasks should be shared with the students and if necessary clear guidelines for improvement should be given to the concerned student.

Grading system

- All units of assessments need to be following the criterion based assessments approach set by the IB.
- The reports will reflect Grades from 1-7 and there will be no percentage. Please bear in mind that the subject specific grade descriptors is meant to be achieved before the end of the second year of the IB Programme. Hence teachers need to work towards making the students achieve this criterion through the process of “Scaffolding “.
- All teachers need to have the subject specific mark bands.
- These subject specific mark bands change marginally every year.
- At the end of each semester there will be a semester grade and the average of the two semesters will form the yearly grade.
- No traditional tests or examination in TOK. The TOK and Extended Essay are externally assessed components. Here the grades will be A, B, C D & E. They contribute towards the additional 3

points in the final IB examination.

- CAS will be reported in terms of work ethics and hours completed.

IB Grade Scale with Mark Band and Performance Descriptor

		HL/SL		
GROUP 1: STUDIES IN LANGUAGE AND LITERATURE	ENGLISH A LITERATURE	Grade	LB	UB
		1	0	19
		2	20	34
		3	35	44
		4	45	59
		5	60	70
		6	71	84
		7	85	100

		HL/SL			SL			
GROUP 2: LANGUAGE ACQUISITION	LANGUAGE B	Grade	LB	UB	LANGUAGE B - AB INITIO	Grade	LB	UB
		1	0	14		1	0	14
		2	15	34		2	15	34
		3	35	49		3	35	49
		4	50	59		4	50	59
		5	60	74		5	60	74
		6	75	89		6	75	89
		7	90	100		7	90	100

		HL/SL			HL/SL			
GROUP 3: INDIVIDUALS & SOCIETIES	ECONOMICS	Grade	LB	UB	BUSINESS MANAGEMENT	Grade	LB	UB
		1	0	14		1	0	14
		2	15	25		2	15	25
		3	26	40		3	26	40
		4	41	54		4	41	53
		5	55	64		5	54	64
		6	65	79		6	65	79
	7	80	100	7	80	100		
	HISTORY	HL/SL			PSYCHOLOGY	HL/SL		
		Grade	LB	UB		Grade	LB	UB
		1	0	14		1	0	14
		2	15	29		2	15	29
		3	30	39		3	30	39
		4	40	49		4	40	49
5		50	59	5		50	59	
6	60	74	6	60	74			
7	75	100	7	75	100			

ESS	SL						
	Grade	LB	UB				
	1	0	19				
	2	20	34				
	3	35	44				
	4	45	59				
	5	60	69				
	6	70	79				
7	80	100					

HL/SL				HL/SL				
GROUP 4: SCIENCES	PHYSICS	Grade	LB	UB	CHEMISTRY	Grade	LB	UB
		1	0	19		1	0	19
		2	20	34		2	20	34
		3	35	44		3	35	49
		4	45	55		4	50	59
		5	56	69		5	60	70
		6	70	79		6	71	84
		7	80	100		7	85	100

HL/SL				HL/SL				
GROUP 4: SCIENCES	BIOLOGY	Grade	LB	UB	COMPUTER SCIENCE	Grade	LB	UB
		1	0	19		1	0	19
		2	20	34		2	20	34
		3	35	49		3	35	44
		4	50	59		4	45	54
		5	60	70		5	55	64
		6	71	84		6	65	74
		7	85	100		7	75	100

		HL						SL			
GROUP 5: MATHEMATICS	MATHEMATICS	Grade	LB	UB	Grade	LB	UB	MATHEMATICAL STUDIES	Grade	LB	UB
		1	0	14	1	0	19		1	0	19
		2	15	29	2	20	39		2	20	34
		3	30	40	3	40	50		3	35	44
		4	41	55	4	51	61		4	45	59
		5	56	70	5	62	74		5	60	70
		6	71	79	6	75	84		6	71	84
		7	80	100	7	85	100		7	85	100

		HL/SL		
GROUP 6: THE ARTS	VISUAL ARTS	Grade	LB	UB
		1	1	14
		2	15	30
		3	31	44
		4	45	59
		5	60	70
		6	71	84
		7	85	100

TOK/EE	A	B	C	D	E
A	3	3	2	2	FAILING CONDITION
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	FAILING CONDITION				

8 **Reporting Assessment**

Reporting is how we choose to communicate assessment information on student progress. Various assessment strategies are used to record the progress of the students. This is an ongoing process with the help of Formative and Summative Assessment. Anecdotal records, checklist, teacher, student self - reflection, rubrics, Continuum, running record are ways in which student's progress record is maintained.

8.4 In the PYP

Mid-term reports (October) – These reports are anecdotal and give a brief overview of coverage and individual progress highlighting any major commendations or recommendations.

Term-wise Report Card (February and June) – These reports are detailed records of specific achievements in the subject areas, units of inquiry as well as progress in the Learner Profile, integration of attitudes and learning styles (MI).

Parent Teacher Meetings (PTMs)

PTMs will take place three times a year and will coincide with the report release. This will be quarterly. Teachers are required to submit a report on the PTMs to the PYP Coordinator and Head of School PYP to summarize the commendations and recommendations of the meetings.

8.2 In the MYP: Students achievements are reported four times in the year currently. Report cards are developed keeping in view the IBMYP requirements. These are extensive reports including achievement grades for each of the subject criteria and Approaches to Learning skills in the form of anecdotal records. These comprehensive comments are included for each subject. A PTM is held to discuss the students' progress at the end of each term.

Parent conferences

These conferences allow teachers to communicate assessment data and development of skills to parents openly and transparently possibly supported by examples of each student's work.

Parent Orientation which will be conducted twice a year. Constant availability via email is communicated to all.

Open Forums which will be held twice a year. Parents can raise and discuss issues pertaining to assessments or any other aspect of the functioning of the MYP. The MYP Coordinator & Head of School will handle parent queries.

Apart from this parents are free to write to the pedagogical heads to clarify any issues. As per the communications policy all queries are dealt with within 48 hours. If required, the parent is invited to school for better clarity in understanding.

Criteria and assessment rubrics

The MYP curriculum is organized through the study of eight subject-groups (language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design), a personal project (year5) and interdisciplinary units(s).

Their assessment is carried out on the basis of four learning objectives and corresponding criteria.█

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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 science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Each of these criteria are divided into various achievement levels (numerical values from 0 to 8) that appear in bands, and each band contains general, qualitative value statements called level descriptors that define what students needs to do to achieve that specific level. The 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 and each criterion in a subject is equally weighted as specified n the MYP subject guides.

All summative assessments must be designed to allow the students to achieve all achievement levels. An assessment task may provide evidence of achievement in all strands of a criterion, and more than one criterion can be assessed in an assessment task.

Achievement levels

The achievement levels for all summative assessments are identified and awarded according to the assessment rubrics published by the IB. It is the responsibility of the teacher to ensure that students have the relevant assessment rubric and clear task descriptions/directions for all summative assessment.

IB has published assessment rubrics for year 1 (6th Grade), year 3 (8th grade) and year 5 (10th grade). At Indus, year 2 (7th grade) uses rubrics from year 3 and year 4 uses rubrics from year 5.

When applying the assessment criteria to a student’s performance, the teacher will determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher will determine whether it is described by the second descriptor. The teacher will continue until he/she arrives at a descriptor that does not describe the student work. The work will be described by the previous descriptor.

For students with special needs or circumstances, the teacher will adhere to the Special Educational Need policy.

Indus has an ‘Academic Honesty’ policy. If misconduct is suspected and/or detected, it will be acted upon

according to the 'Academic Honesty' school policy guidelines.

Awarding and reporting of student achievement level

Award of Grades

MYP students will receive two types of academic numeric marks.

During each of the two term students will receive subject specific marks based on criterion for individual assignments and assessment tasks on a scale from 0 to 8.

At the end of each term the student will receive a final achievement mark on a scale of 1-7 for each subject studied.

The Subject specific marks based on criterion are awarded according to the process described above under the heading 'Criteria and assessment rubrics' for each individual assessment task. **All subject teachers are required to assess all strands for all four criteria at least twice in a year.** The teacher will, based on the evidence collected throughout the term, use professional and informed judgment to award each student a final achievement level in each of the criteria. **The achievement level is not an arithmetical average of the marks achieved throughout the term; rather the student will be graded on where his or her skills fall at the end of the term (i.e. what level of mastery of the subject matter has been achieved).** This allows for the acknowledgment of growth where the student is not penalized for earlier work that might not reflect current level of understanding.

The final achievement levels for each of the criteria are added together. The sum produced is used to translate the student's final achievement into the IB MYP 1-7 scale according to the official MYP published grade boundary which is applicable for all years and subjects in

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP.

8.3 In the DP

Term Report:

- In grade XI there will be two summative assessments one in December and the other in May-June.
- CAS will also be reported. In case of CAS it will be reported in terms of work ethics and learning outcomes.
- In Grade XII the mock examination will be conducted in March. Mock examination feedback would be discussed with the students and the report would be given to them latest by the end of March.
- IB DP Final Examination will be held in May.
- All reports after thorough discussion with the concerned student should be sent to the respective parents electronically. All reports should carry comments from the concerned teacher.
- As per IB guidelines 70-80% of student work is assessed by External Examination and 20-30% of student work is internally assessed and moderated.
- Assessment results are determined by performance against set standards and criterion given by IB.
- The final grade per subject at the end of each summative examination will be based on 50% weightage for formative assessments and 50% weightage for summative assessments.

Parent- Teacher Meetings (one to one with the subject teachers)

Two parent-teacher meeting in Grade XI and two Parent-teacher meeting in Grade XII to discuss all academic issues of their ward.

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 reason for student absence for test / exams should be given to the Head of School-IBDP and 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 Head of School-IBDP and DP Coordinator. No teacher may undertake the same on individual judgment.

Reporting of IB-DP Final Results

- ✚ The DP results are declared every year on 5 July 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.
- ✚ 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.
- ✚ 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 IB.

- ✚ Feedback on the EUR will be emailed to the student / parent by the DP Coordinator on the receipt of the same from the IB.

Retake of DP Examination

- ✚ Grade 12 students who wish to retake the IB-DP exams in the November / May session, in one or more subjects to enhance their Diploma grades, can do so.
- ✚ 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.
- ✚ The declaration of results for the retake examination is the same as that for the Final IB-DP examination in May.

9 English as Second Language (ESL)

9.1 In the PYP:

Students falling into the ESL category will be assessed on language as per the ESL criteria until they are able to participate in the mainstream assessment activities. For the other subject areas, ESL students will be assessed as per the scope and sequence objectives however the mode of assessment may be differentiated to suit ESL requirements.

9.2 In the MYP:

Students are expected to study a minimum of two languages in the MYP and one of the language courses has to be based on language and literature. A student may choose to study the second language as a course of language acquisition if his capabilities do not qualify as a native or near native user of their language. In case, such a situation presents in English then the student studies English as ESL (a language acquisition course). The language acquisition course is divided into 6 phases and the student progresses across the phases based on completing exit rubrics.

9.3 In the DP

Students falling under the ESL category will be assessed by the same criteria laid down for every subject by the IB. The English language B course helps students with differentiated ability in the English language.

10 Special Educational Needs (SEN)

10.1 In the PYP:- Student falling into the SEN category will have an Individualized Education Plan (IEP) for which, in certain cases, will result in a modified curriculum. In these cases the SEN department will report on student progress as per the reporting requirements.

10.2 In the MYP:- Differentiation is practiced to address special education needs by adapting teaching learning methodologies and the assessment. It seeks to enable the SEN students to engage in learning. The emphasis is not on categorizing the student but on providing them an environment where they can learn.

10.3 In the DP: Students falling into the SEN category will be able to avail Extra Time and other Special Considerations that may be provided to them for the final DP Examination granted by the IB.

They are also provided concessions during the Formative assessments and Internal Assessments tasks as approved by the IB. During Internal assessments, no special considerations may be given to the student, which may not be allowed by the IB. This will help students in learning to manage their time better and will prepare them for their Final IBDP examinations.

11 **Conducting Summative Assessments in the MYP and DP:**

The formative assessments are conducted by the individual teachers; however the Summative assessments for Grades 6 – 12 are managed and conducted by a central committee. This is to ensure that the sanctity of these assessments is maintained and the possibility of malpractice is greatly reduced.

Committee will consist of the following members:

- Examination Officer – Head of Assessment committee
- Head of Senior School
- Head of Middle School
- MYP Coordinator
- IGCSE Coordinator
- DP Coordinator

11. 1 Preparation for the Summative Assessment:

45 days before the assessment the committee will meet to decide the timetable and allot teachers for school specific invigilation schedule.

30 days before the assessment, the Syllabus Focus and the timetable will be sent to the parents and students. To be collated and shared with parents and students by the respective Heads of School.

30 days before the assessment, the assessment papers will be submitted to the Head of Department & subject heads where applicable for subject matter approval. The HOD/ Subject heads will be held accountable for any subject related issues in the paper.

Teachers must be discouraged to download or lift questions from published Examination papers. Question papers must be designed by the teachers.

21 days before the assessment the papers will be sent by the HODs to the respective Program Coordinators for approval on the style of questions. The Coordinators will also check that all the criteria have been taken into consideration. **14 days** before the assessment, the photocopying of the papers will commence. Every day from there on the Exam Coordinator will send mails to the teachers whose papers have been photocopied. The teacher concerned will go to the examination room and check the printed papers for mistakes in the paper and in the number specified. The teacher must fill in a checklist to indicate that the papers have been checked. The assessment committee will not be held responsible for errors that are made in printing and this onus is clearly on the teacher.

All exam papers, once printed, will be stored in the Strong Room attached to the Examination Cell. The access to the Strong Room is restricted to the Examination Committee members.

The Papers and stationery for the final IGCSE and IB-DP examination, on arrival to the School, will be secured in the designated Lockers in the Strong Room. Access to these Lockers as also to the Strong Room is restricted to the Program Coordinator and the Exam Coordinator.

7 days before the assessment the Exam Coordinator will send the invigilation schedule to the teachers and also hold meetings with the invigilators on how to conduct the assessments.

7 days before, the School Coordinators will take the help of allotted Support Staff and start the packing of the papers according to the sections / classrooms needed. **The Day before** the assessment the programme Coordinator will oversee the arrangement of the class rooms and the putting up of the assessment instructions and seating plans.

11.2 Conducting the Exams:

On the day of the assessment, the Program Coordinators, Heads of School and the Curriculum Coordinator will be responsible for distributing the assessment papers to the invigilators. The Head of School will be responsible for taking a minimum of 2 rounds to all the class rooms to ensure that the invigilation is being done as per the norms.

The Program Coordinators will be responsible for the collection of answer scripts and the distribution of the same for evaluation – in the Coordinator’s office.

Role of the Invigilator – the invigilator for every exam will be responsible for the following:

- 1.The Notice to Candidates is read and understood by each student. No unauthorized material is carried into the examination room.
- 2.The invigilator must ensure that students do not carry electronic gadgets such as Digital dictionaries, watches with calculators, mobile phones, flash drives, MP3 players etc. that will give the student an unfair advantage during the examination.
- 3.The instructions for every examination are read out to the students at the appropriate times during the examination.
- 4.The invigilator will not be distracted with any other activity during the period of invigilation.
- 5.The invigilator must not give any extra time to a student, unless specified by the exam coordinator.
- 6.The invigilator must collect and count all the answer scripts before allowing the students to leave the examination room. Submission of the answer scripts must happen immediately after collection, in the designated collection office.

11.3 After the Examinations:

The Program Coordinators will be responsible for ensuring that the reports are entered and verified by the concerned teachers before verifying the reports themselves. After a Summative assessment, the reports will be put onto the School Information System (SIMS), for parents to view, 7 days after the end of the last assessment.

12 External Assessments at Indus

The two main external assessments at Indus conducted in the months of May / June each year are the **IGCSE** and the **IB-DP** final examinations at present as the MYP is not yet implanting year 5 of the programme. The IGCSE is being phased out and we intend to make our current grade 7 (2016-2017) write the IBMYP onscreen examination subsequent to successful MYP authorization in November 2018.

At Indus we also believe that it is important to benchmark our curriculum to other International Schools and to the National curriculum requirements in India. It is also important that adequate exposure is given to our students in taking assessments that are standardized externally. While standardizing the curriculum is important, we recognize that it is not appropriate to burden students, especially in the PYP with a lot of assessment taking. The following are the external assessments that are taken at Indus.

Grades	International Assessment
3 – 5	ISA - International School Assessment by ACER – Australian Council of Educational Research
6 – 8	ISA - International School Assessment by ACER – Australian Council of Educational Research
3 - 8	IBT–International Benchmarking Test (only for Science), also by ACER
9 – 11	PSAT

13 **Ethical Practice:**

While most of these aspects refer primarily to an Assessment situation, students at Indus will be aware and practice Academic Honesty in all forms of original work. (Further Details will be available in the Academic Honesty Policy.)

13.4 In the MYP and DP:

- Students will exercise academic honesty in all aspects of their work.
- They will acknowledge the work of others, including material taken from other sources.
- They will not claim as their own, the work of others.
- They will not allow their work to be copied by others.
- They will not present the same work for different assessments e.g. for internal assessment and extended essay.
- They will not carry unauthorized material into the exam room or indulge in any other misconduct during examinations.
- They will understand that patents, registered designs and trademarks of the IB are the intellectual of the IB alone.
- Students will be given clear guidance on the meaning and practice of Academic Honesty in the MSP/DP Programme. Consequences of unethical practice will also be explained to the students at the start of the programme and is reiterated at regular intervals through the programme.
- The school believes that the teachers are the best judges of their students' capabilities and can detect unethical practice in student work and will handle it appropriately.
- Teachers will also use the Turn-it-in software to detect plagiarism (Specific to DP).

14 **Handling Malpractice:**

- No work containing any unethical practice will be presented for assessment to the IB.
- **In the case a student is caught copying from another student's paper or is found with unauthorized material in the examination room, while the exam is in progress the invigilator will take the following steps:**
 - Remove the evidence of unauthorized material along with the answer script and give the student a fresh answer script to begin the exam again. In this case, no extra time will be awarded to the student.
 - In case a student is found copying from another's paper, both answer scripts will be confiscated and the same procedure as above will apply.

- Three incidents of malpractice within one academic year by a student during a test / examination can lead to a non-awarding of grade in a subject. Any further such incident will lead to the student being debarred from the entire examination

15 Monitoring & Evaluation

The assessment practice and effectiveness will be monitored by each of the Program coordinators and Heads of Schools through teacher reflections, teacher assessment sessions and parent surveys/feedback. Any changes to the assessment policy will be made in collaboration with the staff and management.

