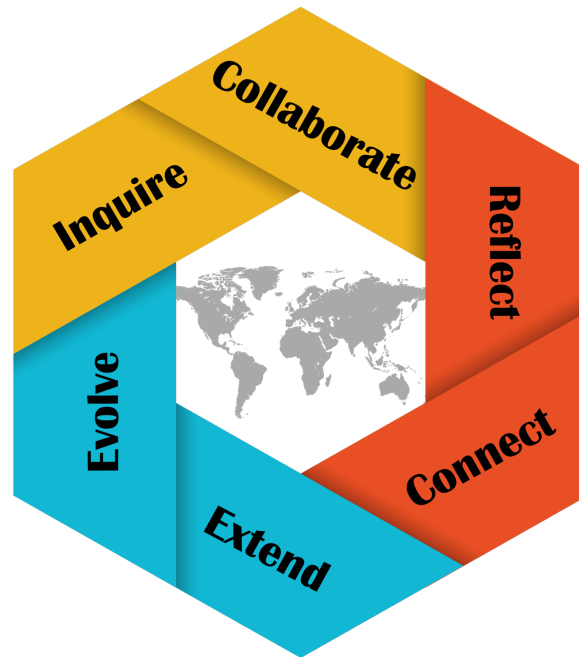




# **Manav Rachna International School (MRIS)**

## **(IB World School for Diploma Programme)**

### **(IB candidate school for MYP & PYP)\***



## **ASSESSMENT POLICY**

\*Manav Rachna International School (MRIS) is a Candidate School for the Primary Years Programme (PYP) and Middle Years Programme (MYP). The school is authorized as an IB World School for the Diploma Programme. These are schools that share a common philosophy and a commitment to high-quality, challenging, international education that MRIS believes is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)





## MRIS Vision

MRIS aspires to empower learners to become ethically responsible global agents of change.

## MRIS Mission

MRIS is committed to provide a safe, inclusive, dynamic learning environment to foster an internationally minded community of compassionate, reflective, and thriving lifelong learners.

*(Reviewed July 02,2023)*

## International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”





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## Introduction

The policy is derived from the MRIS and the IB's assessment philosophy and principles. These are consistent with each other, as required by the IB. The policy represents statements of intent and action describing principles, practices, and procedures for achieving and reporting assessment objectives. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. The assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

The use of a variety of assessment tools demonstrates our belief that students learn in different ways, at a different pace, and at different times. The objective of an assessment is to guide our planning and instruction and direct our efforts in engaging students in meaningful learning. The assessment provides our learners with a better opportunity, during and after learning, to improve knowledge and understanding, engage in thoughtful reflection, develop the capacity for self-assessment, refine various skills developed across their academic subjects, and recognize the criteria for success. Learning goals and success criteria are co-constructed and communicated. Both learning outcomes and the learning process are assessed. The assessment design is both backward and forward-looking.

All stakeholders are required to make themselves familiar with the assessment policy and understand the philosophy of assessment. It helps in evaluating whether the programme is meeting the aims of the School Mission statement and that of IBO's mission statement.

## Aims and Objectives

- To identify students' strengths and needs, to better understand our learners and promote student learning.
- To individualize instruction based on student understanding.
- To monitor the progress and growth of the learner and provide effective feedback to support discussions with parents, students and teachers about student progress.
- To facilitate students' own ability to enquire and understand their growth and progress, giving them a sense of purpose and making them accountable.
- Self-reflection for teachers to review their own teaching/learning processes and to identify areas that require further instruction/ practice/ explanation.
- Help teachers evaluate whether students are keeping pace with benchmarks.





## Principles of Effective Assessment

### Effective assessments allow students to:

- Demonstrate a range of knowledge, conceptual understanding and skills and share their learning.
- Base their learning on real-life experiences and guide the inquiry process.
- Analyse their learning and understand what needs to be improved.
- Establish short-term and long-term goals and related action plans and success criteria to self-assess their knowledge and understanding

### Effective assessments allow teachers to:

- Assess conceptual understanding, skills and knowledge to inform different stages of the learning and teaching process.
- Design lessons according to the needs of the students.
- Identify students' needs and strengths and adjust lesson plans to meet individual requirements.
- Record evidence that can be effectively measured, reported and understood by the school community.
- Take into account a variety of learning styles, multiple intelligences and abilities.
- Reflect on the effectiveness of their teaching, and role model the attributes of being a lifelong learner.

### Effective assessments allow parents to:

- Develop an understanding of the student's development
- Provide opportunities to support and celebrate student achievement
- Active participation in the learning process





## Types of Assessment

### Formative and Ongoing assessments may include:

- Short tests, Concept mapping: To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge base.
- Quizzes, Class discussions, Role-plays, Debates & Oral presentations: To assess the presentation skills, knowledge, understanding of facts and communication skills.
- Projects, Research work or Fieldwork: Involves students in identifying sources for information, collect data, sort and interpret. Research skills, Transfer skills, social skills and communication skills can be assessed.
- Class-work: Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc
- Home tasks: This complements the work done in class and is essential to learning. Could involve homework worksheets, problem-solving, small assignments etc.

## ASSESSMENT PRACTICES IN PYP, MYP and DP

**Pre-Assessment** - A determination of a student's prior knowledge, experience and/or skill level before they embark on new learning experiences.

**On-going/Formative Assessment** – On-going/Formative assessment (assessment for learning) provides teachers and students insight into the acquisition of knowledge, development of conceptual understanding, skills and attitudes. Assessment for learning is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Black et al. 2002). Redraft of formative assessment can be accepted from students after constructive feedback from the teacher to enable the enhancement of conceptual understanding and improvement in performance. Formative assessment must be aligned with summative assessment in terms of criteria and ATL skills. As the ATLs and Learner Profile attributes are an integral part of the curriculum in PYP, MYP and DP these are assessed on a continuous basis through the learning engagements and assessments.

**Self-assessment and Peer assessment** – Students take ownership of their learning through self-assessments at various steps of the learning journey and are also involved in peer assessments where they receive constructive feedback from their peers. It is an integral part of teaching and learning to inform students about how learning is developing and providing opportunities for them to be agentic learners. It is practised using different tools in a variety of ways.





- **Self-assessment:** Students self-assess their work against the success criteria co-constructed by them. They review and reflect on their work, identify improvement areas and incorporate the feedback.
- **Peer assessment** - Students are involved in reviewing and reflecting on the work done by their peers. They measure it against the success criteria co-constructed by students and teachers. They are also involved in giving constructive feedback/feedforward.

**Summative Assessment** – Its goal is to certify and to report on the learning process. Following the ‘backward by design’ method, the Units in all subjects are planned to ensure that the learning outcomes of the subject in focus are met. For this, the Summative assessment is planned ahead to develop the facilitation of teaching-learning transactions. Summative assessments are opportunities for students to show their understanding in authentic contexts and/or unfamiliar situations and to apply it in new and flexible ways. The assessment can be a combination of two or more concepts. The mode of assessment can be through different ways.

## Giving and receiving Feedback

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. When giving feedback, teachers should therefore focus on:

**Feedback:** How am I doing?

**Feedforward:** Where to next?

- **Feedback:** Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well-considered to provide students with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.
- **Feedforward** helps learners to explore new possibilities and approaches to improve future outcomes. It also encourages a growth mindset through positive dialogues with the teachers.



## Conferences and Reporting

The school has four formal reporting periods during the school year.

Reporting Period	PYP	MYP	DP 1	DP 2
Semester 1	Mid-term 1 Report	Mid-term 1 Report	Mid-term 1 Report	Mid-term 1 Report TOK Exhibition
	PTSC and PTM	PTSC	PTM	
	Term 1 Digital Reporting Using Toddle			
Semester 2	Student Led Conference			
	Mid-term 2 report PTSC, PYP Exhibition	Mid-term 2/Mock assessment report PTSC: MYP 1-5	Mid-term 2 Exams report PTM	Mid-term 2 / Mock Exams report PTM
		MYP 5 Personal Project Exhibition		
	End of Year, Digital Reporting Using Toddle			

## Assessment Policy by Phases

### Early Years to PYP 5

This policy describes the application of the assessment framework of the International Baccalaureate Primary Years Programme (PYP) at MRIS.

#### **PYP-specific philosophy on assessment:**

- Assessment is ongoing and should be used to inform teaching and learning.
- The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and, to use this information to promote and support further learning.
- Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners.
- Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support the next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

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## What to assess:

- **Inquiry:** Assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.
- **Conceptual Understanding:** Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences.
- **Approaches to Learning:** Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation.

## How to assess:

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, and identifying what students know, understand and can do.

- **Monitoring learning:** Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.
- **Documenting learning:** The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms.
- **Measuring learning:** The measuring of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured.
- **Reporting learning:** Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the student's learning, identifies areas for growth and contributes to the efficacy of the programme.



Source: PISA from Principles into Practice - Learning and Teaching - Assessment - What to Assess p. 12





## Assessing early learners

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners. Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

## Assessment - Middle Years Programme

### Assessment Strategies

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

Accommodations are made in terms of time/ Rest breaks/ Additional retakes/deferral rules/extension to IB deadlines- Rules and guidelines as per the guidelines of IB based on the submission of all relevant documents. Students with identified learning needs will receive accommodations based on their learning plans.

Teachers use the IB MYP criterion and task-specific clarification for their specific subjects to assess summative work. Teachers 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. Teachers use the 'best-fit approach' to arrive at the correct rating under each criterion.

Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. "The criteria for each subject group represent the use of knowledge, understanding and skills

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that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.”

Subjects	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language &amp; Literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Listening	Speaking	Reading	Writing
<b>Individuals &amp; Societies (I&amp;S)</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>The Arts</b>	Investigating	Developing	Creating/ Performing	Evaluating
<b>Physical &amp; Health Education (PHE)</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Interdisciplinary Learning</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

In the MYP, subject group objectives correspond to assessment criteria. The school applies Year 1 levels for MYP 1 and 2, Year 3 levels for MYP 3 till the mid-term of the MYP 4, and Year 5 levels starting at the mid-term of the MYP 4.



Each criterion has nine possible levels of achievement. The best-fit approach is used to determine the final criteria level of the student. The "best-fit" approach refers to determine the final level of achievement for each criterion. This approach involves evaluating a student's work against the descriptors for each criterion and selecting the level that best reflects their overall performance, taking into account the full range of skills and knowledge demonstrated.

Approaches to Learning: All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject group's aims and objectives. The ATL skills are grouped into five categories that span the IB continuum of international education, and IB programs identify discrete skills in each category that can be introduced, practiced and consolidated in the classroom and beyond. While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course. --www.ibo.org

MYP ATL SKILL CLUSTERS		MYP ATL SKILL CATEGORIES
Communication		Communication
Social		Collaboration
Self-Management		Organization Affective Reflection
Research		Information Literacy Media Literacy Information Literacy
Thinking		Critical Thinking Creative Thinking Transfer
IB MYP Approaches to Learning: Work Habits		
E	Expert	The student shows others how to use these skills and self-assess his/her usage.
P	Practitioner	The student often demonstrates these skills effectively without being asked.
L	Learner	The students use these skills if they are demonstrated or specifically asked.
N	Novice	The student rarely uses these skills

## MYP Assessment Practices

- **Formative assessments** take place throughout a unit of work and students receive formal feedback from their peers and teachers during the unit. Teachers provide feedback on tasks submitted to ensure students' growth. Formative assessments take place to prepare students for the final summative assessment, or final unit task.
- **Summative Assessment** tasks for each unit are either defined on the 'GRASPS' approach by subject teachers in the unit planner along with the Criteria for assessment or a mark-based questions to assess. The GRASPS approach has the following elements –

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- G – Goal
- R – Role
- A – Audience
- S – Situation/ Scenario
- P – Product
- S – Success Criteria

Data from summative assessment achievement levels are used to determine a student's final grades through the MYP 'best-fit judgment' approach.

The Formative Assessments and Summative Assessment tasks are used in each assessment cycle. However, only the Summative Assessments form the basis of reporting for each term for MYP.

All students in MYP 5 will be enrolled in IB MYP e-assessments. The MYP 5 students will use Assessprep for the practice of e-assessment.

## **Predicted Grades**

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

## **Assessment in Diploma Programme**

The Diploma Programme comprises internal assessment (externally moderated) & External assessment in each subject area. The Diploma Programme differs from the other IB Programmes as the majority of formal, summative tasks are assessed by outside examiners. Assessments for all DP tasks are criterion related. As part of the IB Diploma, students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These core elements are integral parts of the Diploma Programme assessment. The students are required to choose one subject from each of the 6 groups of academic subject areas and study them- 3 at standard level (SL) and 3 subjects at Higher level (HL). The SL subjects require minimum of 150 hours of required teaching and learning time while the HL subjects have a requirement of minimum 240 hours of teaching and learning time over a span of two years of the Diploma Programme.

The Diploma Programme teachers schedule assessments throughout the year on one centralized calendar, so that subjects are aware of, and respectful of, assessments in the Programme as a whole. This calendar is maintained by the DP Coordinator, and accessible for students, families and teachers. DP students' understanding is assessed at the end of the course and assessments are based on the whole course, not just aspects of it. Students are expected to be able to recall, adapt and apply knowledge learned throughout the two years of the programme to new questions and contexts.





## How is the IB Diploma Program assessed?

IB Diploma Courses essentially focus on cognitive skills and affective capacities. To maintain congruence, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance.

All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require internal assessment, which involves 12 external moderation procedures to ensure that uniform standards are maintained throughout the world.

### Methods of assessment:

The nature of assessment varies according to the subject, but the general pattern is as follows:

**Personal research work:** All students must give evidence of their ability to carry out independent work in the form of:

- An Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the EE supervisor/ EE coordinator.
- Guided coursework in some subjects. This work is internally assessed by the Subject teacher/ Supervisor and is externally moderated by the IBO.
- Internal Assessment for the Theory of Knowledge, and all other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- Completed CAS Portfolio
- Final written examinations are held in the month of May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

## Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

### Predicted Grades may be used:

- By universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates

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- The IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- The predicted grade of the student will be based on the Internal Assessments and Mock Exam.

## On-going Assessments

The formative assessments in DP are in alignment with summative assessments. In DP, the formatives will be conducted using a variety of tools and strategies such as Projects, Debates, Quizzes, and Presentations.

In IB, student performance is graded on a scale of 1-7 in subjects. Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum).

Performance in the theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in the theory of knowledge and the extended essay. The maximum total DP points score is 45.

### Grade Descriptors are:

#### Grade 7:

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

#### Grade 6:

A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students generally demonstrate originality and insight.

#### Grade 5:

A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

#### Grade 4:

A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.





### Grade 3:

Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with full support.

### Grade 2:

Very limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

### Grade 1:

Minimal achievements in terms of the objectives.

## Assessment Cycle:

Section	Mid-term 01	End of Term 1	Midterm 2	End of the Year
IB DP 1	October	December	March	May
IB DP 2	October	December	March (Mock Exams and EOY internal report)	IBDP Exams

## Assessment types in MYP & DP

In agreement with the principles of IB, assessment in DP subjects is implemented in a variety of forms:

**Formative assessment** is used by teachers to identify those areas that are in need of additional focus. Additionally, its results are essential for informing students on their academic progress. They often take the form of quizzes, tests, essays, written tasks, presentations, etc. Teachers keep a record of the formative assessment results on Managebac. The frequency of formative assessment varies depending on the unit and subject.

**Internal assessment (IA)** is the DP-specific form of the formative assessment. Its nature varies from subject to subject. For instance, in experimental sciences, it is implemented as a practical investigation carried out by a student. In Mathematics, it is independent research resulting in a piece of academic mathematical writing. DP Internal Assessment tasks are assessed by the teacher and moderated externally. The moderation process is described in DP subject guides. Internal

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Assessment is criterion-based, that is the student's success in completing a task is evaluated against a set of published criteria. The criteria for each subject can be found in the relevant subject guide. Teachers share the criteria with their students early in the course, when introducing the IA. The students should use the criteria regularly while working on their assignments. After a given task is assessed, a teacher should support the students by explaining where and why they failed to achieve the highest level for each criterion. Teachers are allowed to comment on one draft of student work.

**Summative assessment** takes place at the end of each semester both in year 1 and year 2 of the programme. The exam questions encompass most of the topics covered at that time. The format of the exam is close to that of the IB DP summative assessment.

**Mock exams** are held at the end of the third semester of the programme while the final DP Examinations are held in the spring of the fourth semester of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed.

**DP final exams** are administered following mandated IB DP procedures and are held in May. Re-takes are held in November if required. All subjects have Internal Assessment components which are subject to moderation by external examiners. After the results of the finals are issued, the DP coordinator arranges their analysis which is used as feedback to improve the teaching-learning process in the DP.

## Recording of Assessments

- **Portfolios:** Students will maintain a record of work, tasks and assessments with appropriate labelling through Toddle. This may help in reflection, refinement or as evidence of learning progress. Teachers will also maintain the work assigned, work done by students, exemplars for future reference, differentiated tasks given, prior knowledge tests, assessment strategies and question papers etc.,
- **Anecdotal records** are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.
- **Samples of students' work** can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.
- **Internal Assessment Reports** are recorded and documented online on Toddle, this serves as a record before reporting to the parents.
- **Summative and Mock 1 Reports:** Transcripts and grades achieved are documented and recorded online as well as given in print form to parents.



## IB Access arrangements

Students with identified learning difficulties are granted **inclusive access arrangements** (e.g. additional time, assistive technology, etc.) for all assessments in one or more subjects throughout the year. The procedure for identifying students' needs and granting access arrangements requiring authorization complies with the IB Access and Inclusion Policy requirements and is listed in the students' Individualised Education Programs.

## Roles and Responsibilities

### Teacher's responsibilities include:

- Planning and executing a balanced assessment in internal and summative tests.
- Design assessments for, as and of learning.
- Aim at designing assessment tasks to evaluate the understanding of the statement of inquiry, key concepts and related concepts planned for the unit.
- Clearly, communicate to students and parents about assessment expectations and criteria along with teaching plans through updates on the parent portal.
- Assessment should be based on students' prior knowledge, skills, and learning style
- Involve students in the assessment process, by explaining the objectives and process of assessment and also in self-assessment or peer assessment tasks.
- Provide adequate opportunity to enhance ATL skills through a varied range of assessments.
- Accommodate differential assessments depending on the students' needs.
- Informing the students and parents on assessment dates well in advance.
- Documenting a clear assessment profile of each student in soft copies.
- Document details of assessment in the Unit planners
- Work collaboratively with other colleagues for effective planning and execution of Core.

### Coordinator's responsibilities include

- Guide and enable the process of subject area assessment planning through collaboration. Standardization of assessments is discussed and done before the marking of answer scripts.
- Providing opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
- Monitor the assessment documentation maintained by each subject teacher.
- Ensure teachers review and reflect on their assessment practices on a continuous basis.
- Provide professional development opportunities for subject teachers to learn good assessment practices from each other as well as experts.
- Ascertain there is consistency in assessment across subjects.
- Provide guidance, collaboration, and coordination of assessment practices across the subjects.
- Monitoring the assessment practices to meet the standards expected by IBO.





### **Responsibilities of HOS & DPC include**

- Provision of time for teachers to plan their assessment, to reflect on practices and to collaborate with other teachers for effective assessment.
- Ensure that all teachers review and reflect on their assessment practices through an appropriate appraisal system.
- Provision of appropriate professional development for teachers to know the latest practices in assessment.
- Provide appropriate time and forum for students, teachers and parents to meet to discuss assessment.

### **Student's responsibilities include**

- Being responsible for their own learning and assessment.
- Participate actively in all assessment tasks carried out during class.
- Understand and act upon the feedback provided by teachers.
- Seek clarification on assessment criteria before and after assessment.
- Communicate effectively with teachers and peers on assessment.
- Actively participate through collaboration on all assessments like IAs and Core.
- Organize all assessment feedback and also keep a journal of reflections on assessment.
- Self-assess, seek peer teacher or parent assessment in the development of ATLs.
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.
- Develop the metacognition skills to reflect on their learning and to plan next steps

### **Parent responsibilities include**

- Know the assessment practices of the school and IBDP.
- Actively participate in the assessment of their ward.
- Provide time for the student to keep up with the assessment requirements.
- Provide a conducive environment at home which promotes positive and progressive Learning.
- Communicate constructively with both students and teachers.
- Provide extra support at home where a student is lacking understanding of a subject.



## Connection to other policies

Assessment policy serves as a document that seamlessly intertwines with admission, language, inclusion, and academic integrity policies. By aligning assessment criteria with admission standards [here](#), [Admissions policy](#), institutions ensure a fair and holistic evaluation of prospective students. Integration with [Language Policy here](#) ensures clarity and inclusivity, accommodating diverse linguistic backgrounds. [Inclusion policy here](#) guides assessments to address diverse learning needs, fostering an equitable educational environment. Concurrently, a strong emphasis on [Academic Integrity here](#) within assessment policy upholds ethical standards, promoting a culture of honesty and trust. This cohesive integration not only streamlines administrative processes but also fortifies the institution's commitment to comprehensive and equitable education. The detailed policies can be referred to on Toddle.

**Review Process:** The Assessment Policy is a working document and will be reviewed annually by the Pedagogical Leadership Team and Teachers in alignment with the IB requirements. The next review will be conducted in July 2025.