



Oakridge
International
School

Bengaluru | Hyderabad | Visakhapatnam | Mohali

Oakridge International School **Newton Campus**

International Baccalaureate **Middle Years Programme**

Assessment Policy

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The International Baccalaureate (IB) 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Oakridge International School (OIS) Mission Statement

Oakridge International School, Newton Campus is a centre for excellence in education. In keeping with the rich heritage of India, it will emphasize the simultaneous development of the Spirit, the Mind, and the Body, and endeavour to send out compassionate, responsible and innovative students, committed to change and progress in the development of India and the global environment.

The IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers/Courageous: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Overview:

Assessment is a systematic review of progress in learning of students used for improving the teaching methodology according to student needs and for reporting student attainment. This process not only helps in periodically evaluating a student's achievement of the learning outcomes but also provides the necessary inputs for teachers on how to modify their lesson plans to fit the student requirements.

Students are assessed both by internal examinations as well as external examinations conducted by IBO. All stake-holders like students, parents, teachers, senior management team (SMT) and the Board of Advisors (BOA) are required to make themselves familiar with this assessment policy. This would enable them to understand, what is assessed? How is it assessed? And what these assessments mean?

General Rationale:

Assessment is an essential tool in determining whether the students are achieving the expected goals of in the IB MYP. It helps in evaluating whether the programme is meeting the aims as stipulated in the mission statements of both Oakridge International School and International Baccalaureate programme. Assessment focuses on the process of learning during the teaching (Formative assessment) and also the product of the teaching-learning process (Summative assessment). Formative assessment helps the teacher to continuously structure the teaching as per the requirements of the students learning needs. Summative assessment helps periodically in evaluating the student's final learning outcome.

Principles of Assessment:

Oakridge International School assessment policy promises to

- Provide a genuine picture of student's performance to aid continuum in teaching and learning the process.
- Provide the students the various criteria before the assessment.
- Acknowledge student performance by means of proper reporting.
- Ensure that only genuine student work is assessed.
- Give feed back on the essential traits of the learning process through touchstone report.
- To meet the needs of both the MYP framework and National Curriculum.

Purpose of Assessment:

Assessment is a key component of the instructional cycle. It helps in providing valued information on students learning and development.

Students' assessment helps teachers to:

- Understand the need in differential teaching.
- Set task according to the previous level of understanding.
- Determine strength and weakness in the instructional methods.
- Set goals for student attainment.
- Identify specific problems a student is facing.
- Developing students' learner's profiles.
- Broaden the learning opportunities provided to the students.
- Provide the appropriate remedial classes at a proper time.
- Work on skills which enable students to learn independently and collaboratively (ATL Skills).

Students' assessment helps students' to:

- Identify their strength and weaknesses.
- Work on their weak areas.
- Specifically point out concept difficulty.
- Know where they stand in terms of academic achievement.
- Develop skills which help them to learn by themselves and with others.
- Articulate and reflect on the process of learning.
- Determine career choices based on their strengths and weaknesses.

Student assessment helps parents to:

- Know the time bound progress of their ward.
- Identify the strength and weakness of their ward.
- Counsel the student regarding career choices.

Student assessment helps Coordinator, SMT and BOA to:

- Assess the student learning outcome in each of the subjects taught.
- Suggest/take appropriate corrective action to improve the learning experience of students.
- Determine training needs for teachers and administrators.

Roles and Responsibilities:

Teacher's responsibilities include:

- planning and executing a balanced assessment, both formative and summative.
- clearly, communicate to students and parents about assessment expectations and plans for the term through monthly planners and term planners.
- work collaboratively with other colleagues for effective planning and execution of Inter-disciplinary projects.
- make necessary changes to feedforward by means of the feedback obtained from assessment.
- involve students in the assessment process, by explaining the objectives and process of assessment.
- design assessments which are relevant and involves the active participation of students.
- Provide adequate opportunity to enhance ATL skills through a varied range of assessments. Assessment of all MYP strands of all four objectives at least twice in an academic year. At Oakridge, these are assessed at least once a term.
- Assessment should be based on students prior knowledge, experience, capacity and learning style.
- determining the appropriate assessment required for individual student, aiding differential teaching.
- communicating effectively with students, parents and administrators on assessment need as appropriate.
- providing advance notice of a summative assessment to both students and parents.
- documenting a clear assessment profile of each student by means of teacher mark book.
- Maintain MYP Unit planners which clearly show all details of assessment.

Class Teacher's responsibilities include:

- communicate to students and parents on the academic progress of the students. Where appropriate communicate with the Coordinator and SMT on issues related to student progress.
- collaborate with the subject teachers in order to keep track of students overall academic progress.
- Monitor the online progression report and progress report to see that all assessment related entries are made before sending the reports to parents.

Student's responsibilities include:

- being responsible for their own learning and assessment.
- participate actively in all assessment task carried out during class.
- understand and act upon the feedback provided by teachers.
- seek clarifications on assessment criteria before and after assessment.
- communicate effectively with teachers and peers on assessment.
- actively participate through collaboration on all group assessments like Inter-disciplinary projects.
- Organize all assessment feedback and also keep a journal of reflections on assessment.

HOF'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.
- Monitor the assessment documentation maintained by each subject teacher.
- Provide professional development opportunities for subject teachers to learn good assessment practices from each other as well as experts.

Coordinator's responsibilities include:

- providing opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
- ensure teacher's review and reflect on their assessment practices on a continuous basis.
- ascertain there is consistency in assessment across subjects.
- provide guidance, collaboration, and coordination of assessment practices across the subjects.
- Monitoring the assessment practices at Oakridge to meet the standards expected by IBO.

Senior Management Team's and Board of Advisor's responsibilities include:

- provision of time for teachers to plan their assessment, to reflect on practices and to collaborate with others teachers in their Teacher Learning Communities (TLC) for effective assessment.
- ensure that all teachers review and reflect on their assessment practices through 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.

Parent responsibilities include:

- know the assessment practices of the school and IB MYP.
- 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 holistic learning.
- communicate constructively with both student and teacher.
- provide extra support at home where a student is lacking understanding of a subject.

Types and means of assessment and reporting:

Oakridge International School's assessment includes:

Formative assessment may include

- Question answer: Teacher reviewing the previous lesson by means of asking questions in class and students responding as per their understanding. The teacher uses this information to correct or reinforce the knowledge as appropriate.
- Quiz: Teacher quizzes the students on what they know and assesses whether they can recollect facts.
- Class discussions: Teacher involves the whole class in an ordered fashion to contribute their ideas related to a topic under discussion. Teacher moderates the discussion.
- Short test: Teacher administrates a test which gives essential feedback on whether the students understood the concepts.
- Student explaining a concept learnt: Teacher gives students opportunity to explain a concept learnt to other students. This allows students to become more responsible in their approach to learning.
- Role play: Teacher provides an opportunity for students to take up fictitious roles to explain a concept or a situation. This allows the teacher to get active participation of all students.
- Debate: Students could debate on issues which are controversial to enhance their understanding of the subject.
- Oral presentation: This helps teachers in enhancing the communication skills of the students.
- Field work: Involves students visiting a site outside the school to collect data to interpret. Appropriate assessment task is given to students after the visit.
- Concept mapping: A very good tool in reviewing the overall understanding of a student regarding a topic. Teachers get vital inputs to where students lack understanding.
- Simulations: Teachers could recreate a situation through computer aided simulations and frame appropriate question to assess students.
- Business games: A very good tool for business teachers to use business terms and practices at the same time assesses understanding of students.
- Class-work: This work is mostly the class worksheets, note taking etc which the teacher marks to gauge understanding of the students.
- Home-work: This complements the work done in class and is essential to learning. Could involve homework worksheet, problem solving, small assignments etc.

Summative assessment includes

- Topic test: Formal test conducted at the end of each subtopic or topic.
- Oral test: Formal oral test where the student is given advance notice on all aspects of assessment, including the criteria rubric.

- Research Projects: Task is given to students with clear guidelines including the criteria rubric. This promotes information literacy skills among students.
- Assignments: Short term task given to students with clear guidelines.
- Practical assessment: After training for all the laboratory skills required, the teacher conducts a formal practical test to assess understanding and the laboratory skills of the students.
- Trial examinations at the end of a term: A formal examination at the end of each term. Students are informed of the examination portion and timetable well in advance.
- Final e-assessment conducted by IBO at the end of 5th MYP year.

OIS Reporting:

Each year there are two terms. A Progress Report is provided in the mid of the term and a Performance Report is provided at the end of the term. A touchstone report outlining the essential traits of ATL skills are included in the Mid-term Progress Report as well as the Performance Report. Samples of the Progress Report and Performance Report are included in the annexure.

A consistent numbering system of 1 to 7 is awarded as grades, where 1 is the lowest attainment and 7 is the high attainment. A detailed grade descriptor is mentioned in the report card for the purpose of easy reference.

Late work submission is not penalized by lowering the achievement levels, instead, it reflects in the touchstone report. Students who are habituated in submitting late are sent for academic counseling to the student advisor. In severe case, disciplinary action is initiated and the Coordinator may not accept the work being submitted.

Parent teacher meetings are conducted at the end of each Term as well as Mid Term to discuss the performance of the students. Parents meet each subject teacher and discuss the progress of their ward on the subject.

Grade boundaries for the assessment of the 4 criteria out of 32 is shown in the annexure.

IBO's e-assessment and MYP Certificate:

All MYP students at Oakridge International School in the 5th year of MYP will take the IBO e-assessment to qualify for MYP Certificate.

The requirements for getting MYP Certificate are:

Score no less than 3 out of 7 in the assessment of each of the following:

- Language & Literature (on screen e-assessment)
- Language Acquisition (e-portfolio – externally assessed)
- Individuals & Societies (on screen e-assessment)
- Science (on screen e-assessment)
- Mathematics (on screen e-assessment)
- Inter disciplinary examination (on screen e-assessment)
- One out of Art or Design or Physical & Health Education. (e-portfolio-externally assessed)
- Personal Project (externally assessed)

In order to achieve the MYP Certificate from the IBO, a candidate must gain at least a total of 28 points over all in the above eight assessed components. A grade of 1 or 2 in any component cannot contribute to the award of the MYP Certificate.

OIS Report Card:

There are two types of reporting, one for the Middle Year Programme and the other for the National requirements (Indian Transcript).

There are two types of reports given out in the MYP Reporting. During the Mid Term a Progress Report and end of the Term, a Performance report.

Communication Effective use of language through the exchange of thoughts and ideas through interaction (written, oral and non-verbal communication).
Social Skills Collaborative Skills of working cooperatively and effectively with others
Organization Skills Planning, managing, organizing resources, effective use of time and meeting deadline
Affective Skills Skills of managing the state of mind. Mindfulness, perseverance, emotional management, self motivation and resilience
Reflection Revisiting and reconsideration of every action. A thoughtful process for improvement after an in-depth analysis of one's actions.
Information Literacy Skills of accessing, interpreting, evaluating and generating relevant information.
Media Literacy Skills of interacting with different media to use, create ideas and information by giving due credit to all sources through proper academic acknowledgement practices.
Critical Thinking Skills of analyzing and evaluating text, media, issues and ideas.
Creative Thinking Generating novel ideas and considering new perspectives
Transfer Skills to draw connections and hence effectively using skills and knowledge in multiple contexts and across disciplines

Approaches to Teaching and Approaches to Learning are included in the touchstone as follows:

The colour grading is given as follows:



Grade Boundary:

Final Subject Grade	1	2	3	4	5	6	7
Grade Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Assessment Criteria:

MYP'S 8 SUBJECT GROUPS	CRITERIA IN EACH SUBJECT	ATTAINMENT VALUE OF EACH CRITERION
LANGUAGE AND LITERATURE	A Analyzing	8
	B Organizing	8
	C Producing Text	8
	D Using Language	8
LANGUAGE ACQUISITION	A Comprehending was spoken and visual text	8
	B Comprehending was written and visual text	8
	C Communicating in response to spoken, written and visual text	8
	D Using language in spoken and written form	8
MATHEMATICS	A Knowing and Understanding	8
	B Investigating Patterns	8
	C Communicating	8
	D Applying Mathematics in Real Life Contexts	8
SCIENCES	A Knowing and Understanding	8
	B Inquiring and Designing	8
	C Processing and Evaluating	8
	D Reflecting on the Impacts of Science	8
INDIVIDUALS AND SOCIETIES	A Knowing and Understanding	8
	B Investigating	8
	C Communicating	8
	D Thinking Critically	8
DESIGN	An Inquiring and Analysing	8
	B Developing Ideas	8
	C Creating the Solution	8
	D Evaluating	8
ART /DRAMA/MUSIC	A Knowing and Understanding	8
	B Developing Skills	8
	C Thinking Creatively	8
	D Responding	8
PHYSICAL AND HEALTH EDUCATION	A Knowing and Understanding	8
	B Planning for Performance	8
	C Applying and Performing	8
	D Reflecting and Improving Performance	8
Each criterion covers a set of necessary objectives and strands. All assessment task sheets will have details of the criterion being assessed.		

GRADE DESCRIPTORS:

Grade	Descriptor
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation are shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation are shown where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
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.
3	Limited achievement 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 support .
2	Very limited achievement 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
1	Minimal achievement in terms of the objectives.

APPENDIX I



ONLINE PROGRESS REPORT Assessment Period: 29 June 2015 — 22 November 2015

Name:

Class:

Working Days:

Student ID:

Section:

Days Present:

Subject:

% Attendance:

S/No.	Components	Student Attainment (Teacher's Comments
A			
B			
C			
D			
Course work			

Subject teacher general comments:

Signature of Subject Teacher: _____

Parent's/Guardian's Comments:

Signature of Parent/Guardian: _____

Students are required to discuss their progress reports with their parents/guardians; this signed report must be returned to the class teacher.

MID TERM 1 TOUCHSTONE
Period of Assessment: 29 June to 22 Nov, 2015

Opportunities provided for 'Learning how to learn' are assessed through the Touchstone colours to assess the attainment of the student. This forms part of the formative assessment. The assessment below is indicative in relative terms with other students in the class and is an assessment based on teacher's perception of the where the student fits into the continuum of attaining perfection in that ATL Skill cluster. ATL Skills develop over a period of time and understanding of where more attention is needed helps the student in consciously working on those skills.

ATL SKILLS TOUCHSTONE

S/No.	ATL Traits	Level	Teacher's Comments
1	<u>Communication</u> Effective use of language through the exchange of thoughts and ideas through interaction (written, oral and non verbal communication).		
2	<u>Social Skills</u> Collaborative Skills of working cooperatively and effectively with others		
3	<u>Organization Skills</u> Planning, managing, organizing resources, effective use of time and meeting deadline		
4	<u>Affective Skills</u> Skills of managing the state of mind. Mindfulness, perseverance, emotional management, self motivation and resilience		
5	<u>Reflection</u> Revisiting and reconsideration of every action. A thoughtful process for improvement after an in-depth analysis of one's actions.		
6	<u>Information Literacy</u> Skills of accessing, interpreting, evaluating and generating relevant information.		
7	<u>Media Literacy</u> Skills of interacting with different media to use, create ideas and information by giving due credit to all sources through proper academic acknowledgement practices.		
8	<u>Critical Thinking</u> Skills of analyzing and evaluating text, media, issues and ideas.		
9	<u>Creative Thinking</u> Generating novel ideas and considering new perspectives		

10	<p><u>Transfer</u> Skills to draw connections and hence effectively using skills and knowledge in multiple contexts and across disciplines</p>		
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 **Advanced**
 **Proficient**
 **Standard**
 **Emerging**
 **Below standard**

Signature MYP Coordinator: _____ Date: _____

APPENDIX II



CONSOLIDATE PERFORMANCE REPORT Assessment Period: 29 JUNE 2015-27 APRIL 2016

Name:	Class:	Working Days:
Student ID:	Section:	% Attendance:

	Term 1		Term 2		Year
Subjects	Attainment /32	Grade	Attainment /32	Grade	Grade

S/N o.	ATL Traits	Level	Teacher's Comments
1	<u>Communication</u> Effective use of language through the exchange of thoughts and ideas through interaction (written, oral and non verbal communication).		
2	<u>Social Skills</u> Collaborative Skills of working cooperatively and effectively with others		
3	<u>Organization Skills</u> Planning, managing, organizing resources, effective use of time and meeting deadline		
4	<u>Affective Skills</u> Skills of managing the state of mind. Mindfulness, perseverance, emotional management, self motivation and resilience		
5	<u>Reflection</u> Revisiting and reconsideration of every action. A thoughtful process for improvement after an in-depth analysis of one's actions.		
6	<u>Information Literacy</u> Skills of accessing, interpreting, evaluating and generating relevant information.		
7	<u>Media Literacy</u> Skills of interacting with different media to use, create ideas and information by giving due credit to all sources through proper academic acknowledgement practices.		
8	<u>Critical Thinking</u> Skills of analyzing and evaluating text, media, issues and ideas.		
9	<u>Creative Thinking</u> Generating novel ideas and considering new perspectives		

10	Transfer Skills to draw connections and hence effectively using skills and knowledge in multiple contexts and across disciplines		
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ATL SKILLS TOUCHSTONE

Advanced
 Proficient
 Standard
 Emerging
 Below standard

Class teacher general comments:

MYP Coordinator:

Principal/Vice Principal:

CONTINUED EDUCATION FOR STAFF ON CORE PRACTICES AT OIS NC

A. IB TRAINING FOR TEACHERS

All our teachers have attended at least one IB MYP workshop – Category 1 or Category 2 in their subject area. These workshops have provided helpful information about the objectives and assessment criteria for each subject area. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

B. COLLABORATION

To facilitate our use of collaboration time, we have provided our staff with tools related to the following areas: collaborative curriculum planning, inquiry, collaborative instructional delivery, collaborative communication related to data and day-to-day interactions, and digital tools for authentic professional collaboration and communication. Utilizing the time allotted in the timetable of the school, teachers and support staff are able to more effectively work together during collaboration time. This allows us to discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices. Through this collaborative time, we are able to better implement the IB MYP.

POLICY CREATION PROCESS

The Assessment Policy was created by a committee which consisted of the MYP Coordinator, the Vice Principal, the Principal, HOF's and all Staff members were made aware of the policymaking process through regular updates of the meeting agenda items.

COMMUNICATION OF ASSESSMENT POLICY TO OIS NC COMMUNITY

The Assessment Policy is shared with staff, students, and families in a variety of modes of communication. The policy is posted on our website in written English form.

REVIEW PROCESS

Every year a committee will be assembled to perform a complete examination of the Assessment Policy. The committee will include, but is not limited to, a representative from different subject areas, the IB MYP Coordinator, and the Principal. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting IB MYP standards.

The implementation of the Assessment Policy in all MYP classrooms at OIS NC will be reviewed by the Secondary Leadership Team (which consists of the Principal, the Vice Principal, the IB MYP Coordinator and the Secondary Segment Coordinator) as part of the teacher observation process.