

ASSESSMENT POLICY

Oakridge International School, Gachibowli

Policy reviewed: July 2022

Next policy review: July 2023

The International Baccalaureate's 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 organisation works with schools, governments, and international organisations 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 ("IB Organization").

Oakridge International School, Gachibowli Vision Statement

Nurture individuals to be future-ready, responsible citizens who impact the world positively.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>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.</p> <p>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.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>RISK-TAKERS 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.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, 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.</p> <p>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.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Overview of Assessments

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

Philosophy of Assessments in OISG

Assessment is an integral part of the teaching and learning process. Assessment policy informs the importance of assessments to all the members of the learning community involved. The main objective of assessment at OIS is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning of further learning experiences.

Purpose of Assessment

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community. Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning, and engages them in making decisions about what they need to do to achieve these goals. Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning. Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Characteristics of Effective Assessments:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Developing Assessment Capability to Support Learning

Members of the learning community are assessment capable when:

- Everyone is aware of, and understands, why and what to assess: At OISG the students and the parents are informed about the assessment process in the beginning of the year through Parent orientations, Curriculum Day. The assessment week dates are informed to the parents through the Weekly Transaction Report
- **Everyone is aware of, and understands, what constitutes quality.** The teaching faculty.
- undergoes several professional training and online courses to ensure a proper understanding of Assessment is there amongst them. More focus is given upon the daily opportunities and interactions afforded to teachers and students for collecting information about student work and understandings, then uses that information to improve both teaching and learning. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning
- **There is a shared understanding of how to assess and what data is being collected, analysed and reported.** Teachers involve the students in co-creating the success criteria for the assessments. Students are made aware of what they are learning, what they will be assessed on. Reporting of the assessments is communicated through the Touchstone reports which are generated at the end of the term.
- **There is a shared language for talking about assessment:** All the members of the learning community are aware of the purpose of assessment.
- **The assessment process is collaborative and inclusive of all members:** At OISG the committees are organised to work on policies. Inputs are taken from the students

and the teachers. The guidelines and policies are conveyed to the members of the learning community through emails, and the school website. Policies are reviewed at the end of every academic year. The learning of the student is communicated to the parents through the Parent Teacher Student Meeting periodically through the academic year and through other multiple platforms.

Role of Students

Students are involved in the learning process (they understand the learning goal and the criteria for quality work, receive and use descriptive feedback, and take steps to adjust their performance)

- 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 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.
- Organise all assessment feedback and maintain a journal of reflections on assessment.

Role of Teachers

- To provide students with the opportunity to demonstrate independence and take ownership of their learning.
- To offer an authentic process for assessing student understanding
- To support and guide each student and group towards success
- Planning and executing a balanced assessment, both formative and summative.
- Clearly communicate to students and parents about assessment expectations
- Work collaboratively with other colleagues for effective planning and execution of Interdisciplinary 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 involve the active participation of students.
- Assessment should be based on the student's prior knowledge, experience, capacity and learning style.
- Determining the appropriate assessment required for individual students, aiding differential teaching.

The four dimensions of assessment



Monitoring Learning: Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.

PYP: It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

MYP: To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that calls for critical and creative thinking.

Teachers monitor and support student learning through Formative assessments which give insights into the ongoing development of knowledge, understanding, skills and attitudes, and explores personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance, and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set-in real-world contexts

- promote the development of critical- and creative-thinking skills
- reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
- Some key features of MYP assessment include:
- distinction between internal summative assessment and the supporting formative processes
- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

Strategies Used for monitoring:

- Open-ended Tasks: Response to stimulus is various forms like writing, talking, drawing, enacting poems, songs etc.
- Observation Records: Individual behaviour, creative writing, study and listening skills, checklists on student profile and attitudes, student action and activities, expression, and talk.
- Selected Responses: Response to single- and one-dimensional exercise in the form of quiz, summative assessments, timelines, solo performances, oral presentations etc.
- Process- based Tasks: Collecting, organising, representing, and interpreting, projects etc.
- Performance based tasks: Role plays, presentations, demonstrations, research work, response challenge, art and illustrations.

DP: The students are monitored for socioemotional and academic well-being through a continuous process involving both formal and informal approach.

The socioemotional well-being is monitored by the class teachers, subject teachers, and coordinators through various programs in coordination with the student counsellor.

Based on the recommendations of the student counsellor, any inclusion requirements are accommodated and communicated to the IB for final approval. Any learning difficulties are identified, assessed, and are supported by the school through assessment inclusion as guided by IB.

Effective feedback

Consistent monitoring individual student includes

- Curriculum based assessments- unit tests and trials
- Grade evolution per student: individual monitoring
- Observation and periodic interactions with students and parents - Formal (PTSMs) or need based

- Track student submissions and activity
- Socio-emotional well-being focused on affective skills

Progress monitoring is carried out informally through the daily class observations and feedback. Monitoring progress is formal through recording and reporting of assessment and student progress.

Documenting Learning: A variety of media forms, physical and digital forms are used to compile the evidence of learning.

PYP: Documentation tools include exemplars, checklists, rubrics, anecdotal records, portfolios.

MYP:

- **Process journal:** Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning and can be used for meaningful and purposeful reflection.
- **Portfolio assessment:** Portfolios are used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

DP:

- With the understanding that it is challenging to design two sets of question papers with identical standard, it becomes mandatory to work on determining the grade boundaries after completion of every assessment.
- The teachers work on the following evidence before arriving at the grade boundaries.
- Standard or quality of the papers
- The performance of the cohort
- IB Grade descriptors
- Professional judgement with an objective approach for a meaningful outcome of the grade

All evidence is equally important, and no one type of evidence is more important than any other for an accurate grade with minimised bias. The teachers, along with the program coordinators propose provisional grade boundaries for each subject/level after each assessment.

Determining Predicted Grades

For assigning predicted grades the following points are considered to arrive at evidence based predicted grades.

- Student academic performance
- Performance of all the major assessments completed before the time of prediction are considered for allocation of Predicted grades.
- More consideration is given for the latest assessment considering the cumulative syllabus and inclusion of all assessed components
- Teacher professional judgement
- Based on the IB grade descriptors – Teachers use these grade descriptors as yardsticks to measure the overall performance of the students.
- Teachers arrive at a balanced, evidence based predicted grade by using their understanding of the
- student progress, professional judgement including evaluation of student’s motivation level and personal challenges.
- Predicted grades are not the arithmetic average of the grades achieved by the students.

The distinctive features of DP external summative assessment are:

- Students must take a prescribed set of subjects to achieve the diploma
- Maximum achievement score for the Diploma is 45
- Students take six subjects for their Diploma (three at Standard and three at Higher Level). Each subject carries a maximum of 7 grade points.
- The Core components of Extended Essay and Theory of Knowledge, contribute up to three points to overall diploma outcome via a points matrix. CAS is a mandatory requirement to get the diploma
- All subjects have multiple components which cover both external and internal assessment
- Nearly all subjects are available at standard level (SL) or higher level (HL), and contribute equally to the overall diploma outcome

Refer to ‘How diploma outcome is calculated’:

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This approach values SL and HL subjects equally in determining the candidate’s final points. The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core.

Core points matrix:

Unlike the other subjects, theory of knowledge (TOK) and the extended essay (EE) are graded from A to E. The third element of the core, CAS, does not receive a grade however is evaluated based on the learning goals and the candidate is expected to be completed at a satisfactory level.

The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table above.

Failure conditions:

A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
- Grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects.
- Candidate has gained fewer than 9 points on SL subjects.

Measuring Learning: To capture what a student has learned at a particular point in time and analyse the data to inform learning and teaching.

PYP: Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability.

Tools used for Assessment in PYP and MYP are:

- Rubrics: Rubrics are established sets of criteria used for assessing, portfolios, Summative
- assessments, project work or performances. The descriptors tell the learner and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics are co-created along with the students.
- Checklists: These are lists of information, data, attributes, or elements that should be present. Exemplars: These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/examples can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.
- Anecdotal records: Anecdotal records are brief, written notes based on observations of children. These records need to be systematically compiled and organised.
- • Continuum: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.
- • **Process journal in MYP:** Reflection is an essential element of effective learning. The

MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning and can be used for meaningful and purposeful reflection.

- **Portfolio assessment** in MYP: Portfolios are used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.
- DP: Range of strategies and tools to measure student learning:
- Pre assessment and placement tools- used to determine specific knowledge or proficiency in a subject area for the purpose of assignment to appropriate classes
- Diagnostic assessment - used to determine students' understanding in a subject area for the purpose of directing instructional practice with the whole group or individual
- Formative assessment- Formative assessment represents the process of gathering, analysing, interpreting, and using the evidence to improve student learning, to help students to achieve their potential and to inform further teaching.
- Formative assessments are varied and multimodal, teachers use a wide range of tasks and activities in the classroom to elicit evidence of student learning.

Summative assessments:

Summative assessment conducted within the school has several different purposes, including the provision of information about student achievement, certification and selection of students, an accountability mechanism to evaluate teaching-learning practices and supports the school in aligning with the curriculum requirements.

Internal assessments (IA):

Internal assessments vary from 20% to 50% depending on the subject groups. Internal assessments are internally marked and externally moderated by IB examiners or moderators.

Final external examinations:

This is an external examination conducted and examined by IBO. The school follows the May examination session. Students taking the diploma programme write the IBO final examination at the end of the second year of the Diploma Programme.

Reporting Learning:

Reporting is the process to communicate knowledge gained from assessing student's learning to the students, parents and teachers.

PYP:

The various ways in which student's learning is reported are -

- Parent/teacher/student conferences
- Student-led conferences
- Touchstone Reports
- Learning progressions: Learning progressions will be reported

1. Student self-reflection/assessment
2. Learning continuums
3. Students reflecting on the goals made in the beginning of the year and end of the formative assessment
4. Teachers assigning tasks according to the ability and interests of the students
5. Student co-creating the success criteria for the tasks and then reflecting on the same

PYP Exhibition: The PYP exhibition is a culmination of all the PYP years. It is a collaborative, transdisciplinary, in-depth inquiry into real life issues or problems and the means by which the inquiry-based learning which has taken place over the previous PYP years is celebrated and assessed. This exhibition follows the PYP requirements and guidelines for the fifth and final year of the PYP.

MYP Reporting:

Student achievement is communicated to parents at regular intervals through the following methods:

- Report cards - A Performance Report is provided at the end of each term. A touchstone report outlining the essential traits of learning outcomes are included in the Performance Report. 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 subject specific grade descriptor is mentioned in the report card for the purpose of easy reference.
- Parent conferences - Parent teacher meetings are conducted at the end of each term to discuss the performance of the students. Parents meet each subject teacher and discuss the progress of their student.

Community Project and Personal Project Exhibition

MYP Community Project and MYP Personal Project are together known as MYP Projects. They are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the

development of independent, lifelong learners.

Students complete the community project in Year 3. It majorly focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community.

Students complete Personal project in Year 5. It is an opportunity for the students to undertake an independent and age-appropriate exploration into an area of personal interest. It is student-centred in which students consolidate their learning throughout the programme.

These projects culminate in Community Project Exhibition at the end of Year 3 and Personal Project Exhibition at the end of Year 5.

MYP eAssessment for Year 5:

MYP eAssessment offers students' [opportunities](#) to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for the students to achieve IB-validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

eAssessment comprises three strategies for assessing what students know and are able to do:

- ePortfolios of carefully defined coursework in language acquisition, arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard
- on-screen examinations (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning
- **Access arrangements:**
- Deadline for submission of request for inclusive access arrangements - Requests for inclusive access arrangements for candidates must be submitted six months prior to an examination session.
- Access to modification in the presentation of the examination
- Access to additional time
- Access to writing - arranging a scribe
- Access to speech and communication
- ibo.org

DP:

- School reporting system as a communication tool to students and parents on a student's achievement.
- School reports all assessments in the form of mid-term progress and trial-end performance reports.
- The parents and students are communicated on the learning outcome and



achievements four times a year through two mid-term progress reports and two term end performance reports.

- Approaches to Learning (ATL) are measured and reported in the form of touchstone along with the grades indicating the skills achieved by the students.
- At the end of the second year, students who successfully complete their full diploma/course are awarded grades in each subject ranging from 7 (highest attainment) to 1 (lowest attainment).
- Together Extended Essay (EE) and Theory of Knowledge (TOK) when attainment produces an additional 3 grade points when successfully completed and submitted.
- The students who do not fulfil the requirements of an IB full Diploma are awarded certificates in their chosen subjects.
- Apart from these, the students are provided with the year-end, mid-year and final high school transcripts for college admission purposes.
- Year-end school transcript
- Final high school transcript
- Mid-term progress report
- Term end performance report



	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	<p>Student involvement</p> <p>Quantitative and qualitative data</p> <p>Written and oral artefacts</p> <p>Observations and feedback</p> <p>Questionnaires</p> <p>Teacher/student dialogues/ conferences</p> <p>Context-based.</p> <p>Informal</p> <p>Indication of process</p> <p>Indication of knowledge/skill application.</p>	<p>Limited student involvement</p> <p>Quantitative data</p> <p>Tests, exams, standardised tests</p> <p>Indication of skills and knowledge acquisition or mastery</p> <p>Based on teacher judgement</p> <p>Norm- or criterion-referenced.</p>	<p>Students are active agents in their own learning by developing and using metacognitive strategies to:</p> <ul style="list-style-type: none"> • plan learning goals monitor goals •reflect in order to modify learning and to adjust learning.

Assessing in Early Years

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 practice.

CBSE

PRINCIPLES OF THE CBSE CURRICULUM

The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

Salient features of Assessments in CBSE – Annexure

Links with other Policies: The Assessment policy works in tandem with the other policies of the school.

The Admission Policy: The screening and interview process for admissions into various segments vary to meet the personal needs of the students and program needs of the school. The main objective is to diagnose the learning needs of the students. The teachers then identify the needs of the students and plan the learning to meet the student's needs.

The Language Policy: As a result of assessments feedback is given to the student and parent. This promotes devising strategies for future learning. Home and Family languages are considered while interacting with the students. The school offers a choice of Second Language to select from the age of 6.

The Academic Integrity Policy Assessment policy is closely linked to Academic Integrity policy at OIS. Academic Integrity policy mentions different forms of academic misconduct related to internal and external assessment. Any academic malpractice in internal and external assessment is addressed according to the penalty matrix provided in the Academic Integrity policy. Additionally, OIS promotes the value of maintaining academic integrity in all forms of assessment. For example, students are expected to sign an undertaking and a contract authenticating the originality of their works for all external assessment components. Furthermore, the philosophy of assessment policy integrates the profile of principled learners which is developed through the application of Academic integrity policy.

The Inclusion Policy: For the students with Special needs and EAL the school has a team of inclusion specialists. The assessments of these students are in consonance of the student's requirement of learning needs. The IEPs are set in collaboration with the parent, student and teacher. Assessments of these students are done based on their IEP.

Annexures: Reporting Samples & Performance Reports

EYP

- [EYP Touchstone Report](#)

PYP

- [PYP Touchstone Report](#)

MYP

- [MYP Year 3 Transcript](#)
- [MYP Year 5 Transcript - Marks based](#)
- [MYP Year 5 Transcript - End of Summative](#)

DP

- [Midterm report – LMS \(Learning Management System\)](#)
- [Term report – LMS \(Learning Management System\)](#)
- [Final High School Transcript](#)
- [PG Report](#)
- [Transcript](#)
- [IB Certificate](#)
- [Migration Certificate](#)
- [Transfer Certificate](#)
- [Graduation Certificate](#)

Annexure 1:

(1) MYP Assessment Criteria:

The MYP assessment criteria across subject groups can be summarised as follows:

(2) MYP general grade descriptors

Student's final achievement levels in all criteria of the subject group are added together, to arrive at the criterion levels total and subsequently placed under grade 1–7 scale as follows:

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.

(3) MYP eAssessment model: The MYP structures sustain inquiry by developing conceptual understanding in global contexts. Each examination series will focus on a specified global context. At least one task on each assessment will be developed in light of this global context. The global context for each session will be published in November for schools undertaking assessment in May, and May for those assessed in November.

Subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

For on-screen examination subjects, teachers are required to submit predicted grades. When considering predicted grades, teachers should consider their own assessment of students during MYP 4 and the first part of MYP 5 and allowing for subsequent academic development, teachers are asked to predict the outcome of eAssessment for their students with reference to the subject-specific grade descriptors. This prediction helps the IB to check the alignment between teachers' expectations and the IB's assessment outcome and, as such, forms an

essential strategy for ensuring reliable results.

(4) IB MYP course results

Students who complete MYP year 5 are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school's expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally validated by MYP eAssessment.

IB MYP certificate: Students whose IB MYP course results meet certain conditions are also eligible to receive the IB MYP certificate. This award requires participation in the final year of the programme and successful results from:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment).
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project. In order to obtain the IB MYP certificate, students must meet the school's expectations for community service.

Students' must achieve at least a grade 3 in all the above-mentioned subjects and a minimum total of 28 out of 56.

(5) Annexure for DP segment:

(6) Assessment guidelines for DP teachers

- Pre- assessment to understand the student learning requirements and multiple intelligence, valuing prior knowledge.
- Clear distinction between formal assessment and formative assessment at school.
- Assessment using varied tools and strategies
- Formative assessments based on specific goals and ATL skill
- Valuing the most accurate demonstration of student performance rather than overall /average grade attainment in a reporting period
- Criteria – based assessment
- Students are informed of the assessment objectives and the expectations through the assessment instruments.
- Effective feedback mechanism:
Assessment should give scope for the student to reflect and review their learning
Assessments should give the scope for the teachers to review their own planning and teaching learning strategies.
- Developing effective timelines for internal assessment and publishing the calendar for school-based assessments.

(7) How the diploma outcome is calculated:

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