

Trio World Academy

Assessment Policy

Vision and Mission of Trio World Academy

Vision Statement

"To create and nurture individuals who have the knowledge, empathy, leadership & fortitude to stand up to the challenges that the world poses in the future."

We want to create impeccable individuals who are not just knowledgeable and proactive leaders but also intuitive, and emphatic to the needs of others. We believe that the world poses new problems to be solved every day, and calls for professionals who can offer superior services to the society. Our students must be capable enough to add value to the community and the world. Physical fitness, mental resilience, emotional balance and intellectual refinement are our goals for the global citizens who graduate from our school.

Mission Statement

"To provide an extraordinary environment for learning, bonding and all-round development that helps create and mould world-class future leaders."

Our core values of Leadership, Discipline, Academic Excellence and Service are embedded at the heart of our activities. Our aim is to create global citizens and instill these values in them. As a multicultural school, we encourage mutual respect, and awaken sensitivity towards the cultural needs and sensibilities of other human beings. Our partnership with parents and the community is the mainstay of our mission. We maintain academic rigor to improve the intellectual engagement of students and motivate them to deeply understand and appreciate subject areas. Students are taught to make discipline as a lifelong practice that would propel them to greater heights.

Steering Committee for Assessment policy

Mr. Vinod Singh, Head of School

Ms. Radha, Administration

Ms. Anjana Basnet, teacher

Ms. Michelle Ashok, teacher and a parent

Ms. Mary Thomas, teacher
Ms. Ajetha Prasad, teacher
Ms Sucheta J, teacher
Ms Talia Nicholas, PYP Coordinator

Review

The policy will be reviewed annually by the steering committee.

Informing the stakeholders

The assessment policy will be posted on the school portal, included in the faculty handbook and student and parent handbook so that there is complete awareness and clarity on the policy.

Need for Assessment

Assessment nurtures student learning and helps them to set personal academic benchmarks. We at Trio World Academy view assessment as an essential means by which we analyze student learning, the effectiveness of our teaching and it acts as the foundation on which to base our future planning practice.

Philosophy and Principles of assessments

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student

Why Assess?

The purpose to assess students is to diagnose their misunderstanding and misinterpretation during learning a particular topic. This helps in reflecting on the quality of teaching as well the students understanding and also helps in enhancing the learning of the learner.

During the teaching and learning process both the teacher and students will have a clearer vision of what is expected of them.

Aims of Assessment

- ✓ Assessment will be based on learning outcomes.
- ✓ Teachers will employ and design a variety of summative and formative assessments
- ✓ The assessment process involves feedback and effective feedback will be given to the parents and students.
- ✓ The assessment shall be a means to take decisions regarding the instructional needs of the individual learner.
- ✓ To be able to track student progress, benchmarked against prior data and then to act upon findings
- ✓ To improve standards of attainment for all students

- ✓ Helps in curriculum reviews
- ✓ Engage the learner in reflection about his/her strengths and areas of improvement.

Types of Assessment

Assessment at Trio World Academy is structured and coherent whole which is a combination of formative and summative assessment and where all the above mentioned principles are put into practice.

Formative Assessment

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

The following principles are followed in formative assessment.

1. Learning objectives are shared with students as part of everyday practice.
2. Students are given the opportunity to see and discuss examples of good work as model for success.
3. Students are given constructive feedback.

The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives. A variety of assessment forms will be adopted such as -Test, Quizzes, presentations, group discussion, assignments, debates, note taking skills, research papers, class participation, lab work, open book assignments, project work etc

Summative Assessment

It is aimed at determining the level of achievement of a student at the end of the course/PYP Unit Of Inquiry. The school will be conducting an assessment in formal examination conditions and setting at the end of each term. The marking schemes, assessment criteria and the grade boundaries are to be kept same as the final board (CIE/IBDP) examinations to give an effective feedback and experience to the teachers and the taught. In addition to the end of each semester exam, school also conducts 'mid of the term' class tests. These tests will be pen and paper tests and its scores will contribute to the end of the semester exams.

Assessment tools include rubrics, check lists, anecdotal notes and teacher comments. In the PYP, the assessment strategies used are Observations, Performance assessments, Process-focused assessments, Selected responses and Open-ended tasks.

The Formative and Summative assessment are integrated into department/faculty schemes of work.

Assessment Cycle at Trio:

The academic year at Trio is divided into two semesters. Each semester is made of roughly 15 weeks excluding term breaks and term assessments. Formative assessments are ongoing and are interwoven into day to day teaching learning process and gives feedback to the teachers about the students' learning and their teaching. There are four summative assessments, two 'mid-term' class tests and two 'end of semester' exams.

Procedure for Summative Assessments:

Summative assessments are informed well in advance with the examining portions and the criterion. The students heading to write the final examination towards the end of two years course will be given two years content to give them the real exam paper experience. Roughly one month before the final IBDP/CIE examination, mock examinations are conducted to check the readiness of the students and the scores inform the students as well as the teachers (and parents) about the potential grades and the learning gaps if any. The candidates and the teachers work hard during the final days to fill the identified learning gaps.

Reporting

Communicating student achievement to parents is very important. In order to keep parents and students up to date on grades and progress of their children, towards the end of each semester, we make the students achieved grades available on the school's ERP and that the parents can view using their logins. Along with the achieved grades, the teachers also write detailed subject remarks notifying student's strength, weakness and their recommendations in each subject.

In addition to electronically monitored student progress, parents are notified of student achievement and progress during formal parent teacher meetings (PTM) four times in a year. In the PYP, students share their learning with the parents through Student Led Conferences. The school believes in regular and efficient communication channels between the school and Parents therefore the parents are encouraged to write mails to the child's subject teachers asking for a feedback and the teachers are encouraged to provide feedback of the child to the parents. Apart from the four PTMs, the parents are also encouraged to meet the teachers or programme coordinator to discuss the child's performance if needed.

The students' data is stored in the school's ERP academic year wise and even the past years' reports can be viewed by parents by using simple drop down menus.

Links to other policies

If a student is found academically dishonest during the assessments consequences will be severe. Please refer to the school's **academic honesty policy** for the consequences.

Students with special education needs will be permitted the accommodations while assessments as per the school's **Learning Diversity and Inclusive Education Policy**.

Essential agreements

The Programme Coordinator

- Ensures scheduling and proper conduct of all assessment tasks, in particular the IB/CIE formal assessment.
- Ensures communication to relevant stakeholders regarding results, feedback and other reports

- Oversees the process of issuing predicted grades and finalization of grade boundaries for school based assessment.
- Identifies procedures, mechanisms and remedial actions to address deviation from the assessment policy and ensures suitable action is carried out to address the same.

The Teachers

- Ensure that assessment is addressed as part of their strategy for learning and teaching
- Develop and revise, as required, quality assurance and control processes of their learning programs with respect to assessment practices
- Develop and implement procedures for the promotion of excellent practices in assessment
- Have procedures and mechanisms to identify and address problems in the implementation of the school's assessment policy

The students

- Ensures that they are familiar with the rules and regulations pertaining to all types of tasks they will undertake in the learning process
- Ensure that they are familiar with the assessment criteria (rubrics / matrices) to attain their achievement expectations
- Commit to make a diligent and honest attempt at assessment tasks
- Ensure that they are familiar with the content and stipulations of this assessment policy

The Parents

Read and understand the policy and make every effort to cooperate with the school in following the policy.

Assessments and Procedures Relating to Final IBDP Assessments

Aims and approaches

Assessment of the DP is based on the following aims:

1. To support the curricular and philosophical goals of the programme through the encouragement of good classroom practice and appropriate student learning
2. To ensure that assessment results have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification
3. To reflect the international-mindedness of the programme, avoid cultural bias, and make appropriate allowance for students working in their second language
4. To emphasize higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking)
5. To include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed
6. To determine student achievement and subject grades through the professional judgment of experienced senior examiners supported by statistical information.

Methods of assessment

The IB uses several methods to assess work produced by students. The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges

students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Mark-bands

Mark-bands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Mark-schemes

This generic term is used to describe analytic mark-schemes that are prepared for specific examination papers. Analytic mark-schemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A mark-scheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Conditions for awarding Diploma

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have **not been met**.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (SL or HL).
7. Grade 3 or below has been awarded four or more times (SL or HL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. Candidate has gained fewer than+ 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The following matrix will be used from the May 2015 session for award of points for TOK/EE:

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

Grading system and Descriptors for IBDP

| Grade | Level | Descriptors |
|-------|--------------------------|----------------------|
| 7 | Excellent performance | As per subject group |
| 6 | Very good performance | As per subject group |
| 5 | Good performance | As per subject group |
| 4 | Satisfactory performance | As per subject group |
| 3 | Mediocre performance | As per subject group |
| 2 | Poor performance | As per subject group |
| 1 | Very poor performance | As per subject group |

More details on subject specific grade descriptors can be found at bit.ly/1BtjkJb

Calculation of predicted grades

Predicted grade in each subject is calculated following a best fit approach. The respective subject teachers verify the academic record of the candidate for all the semesters before issuing the predicted grade. It is important that the predicted grade is not merely an average of the student's semester grades but is modified to include an overview of the student's progress throughout the course as well as his/her future potential. However, the subject teachers must ensure that there is consistency between the predicted grades and the actual grades secured by the candidate in his/her school based assessments.

All predicted grades must be submitted by the subject teachers to the programme coordinator by December. These grades are then reviewed by the Head of School, and the Career Counsellor.

PYP Assessment Policy :

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the product/s of inquiry, and aims to support and integrate both.

The teacher records the details of inquiry initiated by students in order to look for an increase in the substance and depth of the inquiry.

The teacher will consider:

- If the nature of the student's inquiry develops overtime
- If students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects in many areas
- If students are demonstrating mastery of skills
- If students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquires successfully
- If students are developing both independence and an ability to work collaboratively

The purpose of assessment in the PYP:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the programme.

The assessment component is divided into –

- **Assessing** (*how we discover what the students have learned*)

Formative and Summative Assessments:

- **Recording** (*how we choose to collect and analyse data*)

Use of various strategies when gathering information about a student's learning and use of various tools to collect data and record

| Assessment tools and strategies | Rubrics | Exemplars | Checklists | Anecdotal records | Continuums |
|---------------------------------|---------|-----------|------------|-------------------|------------|
| Observations | ✓ | | ✓ | ✓ | ✓ |
| Performance Assessments | ✓ | ✓ | | ✓ | ✓ |
| Process focused Assessments | ✓ | | ✓ | ✓ | ✓ |
| Selected responses | | ✓ | ✓ | | ✓ |
| Open ended tasks | ✓ | ✓ | | ✓ | ✓ |

Portfolios:

A portfolio is a record of a student's involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. It provides a picture of each student's progress and development over a period of time, both, as an individual and as a group learner.

- **Reporting** (*how we choose to communicate information*)

Reporting may take many forms including conferences and written reports.

It would –

- Involve parents, students and teachers as partners
- Reflect what the school community values
- Be comprehensive, fair, honest and credible
- Be clear and understandable to all parties
- Allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

The exhibition:

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.

It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Note: Reporting of PYP is done through an ERP system managed by e-gurukul.

References and resources

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Srinidhi International School, Assessment policy, Hyderabad, 2014, English

Making the PYP happen, IBO 2007