



# ASSESSMENT POLICY

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## **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/empathetic 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.

## **IBO Mission Statement**

The International Baccalaureate (IB) 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.

## **IB Learner Profile**

**Inquirer** - 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 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 commit to service, and we act to make a positive difference in the lives of others and the world around us.

**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.

**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.

**Reflective** - We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

### **Steering Committee for Assessment policy**

Mr. Vinod Singh, Head of School  
Mr. Moinudin, DPC  
Ms. Poonam Singh, Head of Assessment Policy committee  
Mr. Sudhir Prasad, teacher  
Ms. Ajetha Prasad, teacher  
Mr. Sheelvanth, teacher  
Ms. Aparna R Naidu, teacher  
Ms. Carismah Hazel Cutinho, teacher  
Ms. Salma Begum J, teacher  
Mr. Nyaz khan, teacher  
Mr. Abbas A, teacher  
Ms. N. Manula, teacher  
Mr. Piyush Ranjan, teacher  
Ms. Prathibha S. Pillai, teacher  
Ms. Poornima Shetty, teacher  
Ms. Sneha, teacher  
Ms. Krishna Priya T, teacher  
Ms. Shilpa K.A., teacher  
Ms. Sananda Mitra, teacher  
Ms. Anne D. Suresh, teacher  
Ms. Radha Rani, teacher  
Ms. Meghana H.M., teacher  
Ms. Deepika R., teacher  
Ms. Bhavani Ramachandra, teacher  
Mr. Robert Champion ,Secondary Principal  
Ms. Hema Narayanan  
Ms. Chitra Manjesh  
Parent- Ms. Swaminathan  
Parent –Mr. Dendukuri  
Students-  
Tharun Varma Dendukuri  
Disha Uthaiah

**Assessment Policy Last Reviewed on 25.8.2022**

### **Aims of this Assessment Policy**

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

### **Why do we assess?**

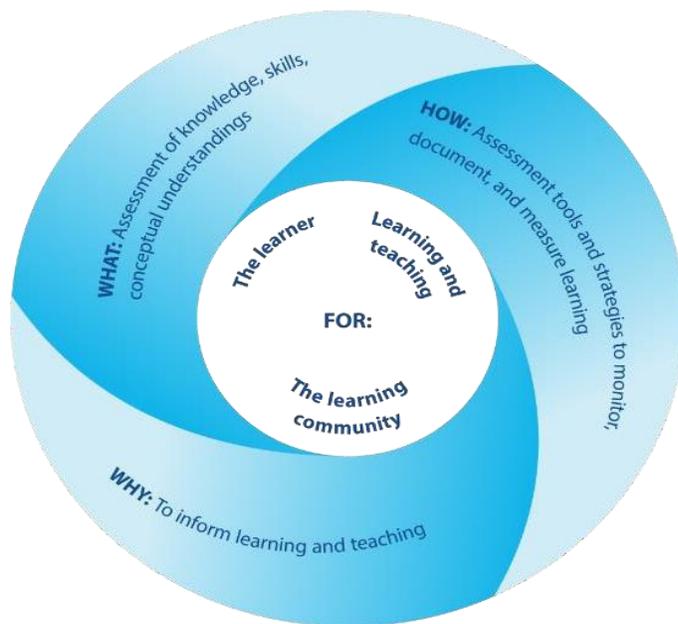
Assessment nurtures student learning and helps them to set personal academic benchmarks.

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.

- To extend student learning
- To provide information about student learning.
- To assist in the evaluation of the programme.
- To identify what and how the student is learning.
- To identify individual and group needs.
- To help teachers review their own teaching and learning process.

## **PRIMARY YEARS PROGRAMME**

Assessment is integral to the central PYP objective of thoughtfully and effectively guiding children through the four essential elements of learning: understanding of concepts, acquisition of knowledge, mastery of skills, and the decision to take responsible action. Assessment nurtures student learning and helps them to set personal academic benchmarks.



### **How to Assess?**

#### **The four dimensions of assessment**

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

#### **Types of assessment**

The three assessment practices—for learning, of learning and as learning—serve different purposes. Of these practices, assessments for learning and of learning strongly align with the centrality of the PYP inquiry process and can support students’ cognitive, social, emotional and behavioral development (Harlen, Johnson 2014). These practices may be formal or informal and internal or external. PYP students’ learning is evaluated through a combination of these practices.

**Assessment for learning:**

Also known as formative assessment. Its goal is to inform teaching and promote learning.

**Assessment of learning:**

Also known as summative/ cumulative assessment. Its goal is to certify and to report on learning progress.

**Assessment as learning:**

As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.

**Assessment cycle in PYP:****Moderation assessment**

To assess the learner's prior knowledge and conceptual understanding at the beginning of the academic year.

**Formative assessment**

It is conducted throughout the learning process. It is iterative and interactive.

**Differentiated Assessment:**

We, at Trio, believe in inclusive assessments that enable every learner to choose a myriad of tools and approaches to assess their understanding which includes promoting agency and not only assess child's knowledge but the approaches to learning skills that they are developing on their journey to becoming avid, independent lifelong learners.

Some of them are:

- poster making
- presentations
- graphic representations
- written tasks
- activities such as role play
- debates
- charts
- experiments
- model making

**Recording of assessment data**

To know what students have learned, a variety of tools and strategies are used to collect information about students' learning.

## **Strategies**

Observations- All students are observed regularly, focusing on one and many activities.

Performance Assessments- Students are assessed on the use of their skills to achieve goal– directed tasks against some pre- set criteria.

Process- focused assessments- Learning logs are maintained by teachers that are narrative descriptions of student’s work.

Selected responses- Written tests and quizzes are a few examples of one- dimensional exercises.

Open– ended tasks- Tasks are given with enough stimulus to students to communicate an original response.

## **Tools**

Checklist

Rubrics

Exemplars

Anecdotal records

## **Portfolios**

Student portfolios also act as evidence of their on-going learning and progress, as collections of student work, reflections and assessments specific to the subject. These are tools for self-management, goal-setting and celebration. The Portfolio is made available for parent-teacher meetings and student-led conferences.

## **PYP Exhibition:**

In the final year of the PYP, P5 students carry out an extended, in-depth, collaborative project known as the PYP exhibition. 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 us and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

## **Assessment 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.

## **How to assess?**

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 analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

## **MIDDLE SCHOOL**

### **Assessments in Middle School**

As the students enter the Middle School (Grades 6-8) they switch to Cambridge curriculum. The main part of Middle school learning is preparing the students for the Cambridge checkpoint exams, which are conducted at the end of the grade 8.

**Moderation tests-** This is a written exam conducted in all the three grades (6-8) at the starting of the academic year to gauge the level of the learner.

### **Achievement levels**

- The student is expected to be placed in the green zone and progressively moves up the green zone and further moves up to the blue zone if he displays exceptional progress. However, the student starts with the yellow zone if the student is below expectation of the Middle school entry level.
- These levels are set at the start of the year and the student is expected to reach the set target level by end of the academic year.
- The student moves up the level only if progress is made, if not he retains the previous level.

Mapping Attainment and Progress

N.C. LEVEL	W	1c	1b	1a	2c	2b	2a	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c	8	
<b>Middle School ( Cambridge Secondary 1)</b>																								
Grade 6																								
Grade 7																								
Grade 8																								
N.C. LEVEL	W	1c	1b	1a	2c	2b	2a	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c	8	

KEY	
	Below expected levels of attainment
	Just below expected levels of attainment
	On Track-Expected levels of attainment
	More able - Above expected levels of attainment

**Formative Assessment-** Students are assessed in all subjects through,

- Quiz
- Presentation
- Projects
- Research
- Video based assignments
- Open book.

## **Summative assessment**

It is a written exam which is in the format of the Cambridge check point exam. It is conducted four times a year; two mid-term and two end of term exams. After the summative assessment, the answer script is expected to be signed by the parents. The parents are updated during the PTM conducted after every summative assessment.

## **IGCSE & DIPLOMA PROGRAMME**

### **Aims of Assessment**

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

### **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.

### **Mark-bands**

Mark-bands are a comprehensive statement of expected performance against which responses are judged. 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.

## **Assessment Cycle in IBDP**

The academic year is divided into two terms. Each term 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. Summative Assessments are conducted at the end of each term.

## **Formative and Summative Assessment**

Assessment 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**

Formative Assessment is woven into the fabric of daily learning and teaching 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.

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as model for success.
- 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, labwork, open book assignments and project work.

## **Summative Assessment**

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 (CAIE/IBDP) examinations to give an effective feedback and experience to the teachers and the taught. In addition to the end of each term exam, 'mid of the term' class tests are also conducted. These tests will be pen and paper tests and its scores will contribute to the end of the term exams.

Assessment tools include rubrics, check lists, anecdotal notes and teacher comments.

The Formative and Summative assessment are integrated into the unit plans.

## **Procedure for Summative Assessments**

- Under the supervision of the Secondary Principal the Examination Department is responsible for organizing both internal and external examinations for Grade 9 to 12 which includes creating timetables and assigning invigilation and other supervision duties.
- Enrollment for IGCSE and DP external examinations are made by the CAIE and DP coordinators. Teachers in charge of subject areas supply them with all the necessary data for their subject entries. The internal standardization procedure will be followed wherever two or more teachers are teaching the same subject at the same level.
- Students should be shown the marked examination papers in a timely manner and teachers should give feedback and discuss the mark scheme with the class. The marked papers or a copy of the paper can be then taken home by students.
- The 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 the two years course will be given two years content to give them the real exam paper experience.
- Summative Exam papers will be made using a minimum of 3 years past papers.
- The schedule for the Summative Exams will be available on School Calendar and Manage-bac
- Oral Exams will be conducted in the Languages.
- Roughly two months before the final IBDP/CAIE examination, Pre-mock will be conducted. The Mock examinations are conducted after one month of the Premocks 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.

- The DP students get a final grade at the end of the term for which DP grade descriptors and moderated grade boundaries specific to each subject group will be used for reporting student progress at the end of each term. The grade obtained by the Diploma and course students reflects their performance in both formative and summative assessments.
- The students get a final grade at the end of the term for which weightage assigned is 30% of each formative and 70% of the summative assessments.

### **Access and Inclusion**

Students with assessment access requirements or Learning support needs will be permitted the accommodations while assessments as per the school's Learning Diversity and Inclusive Education Policy.

- Modification to QP
- Extra Time
- Use of Scribe
- Others

### **Missed Assessments**

If a student misses any formative and summative examination due to medical/ personal emergency they will be marked excused as per the school policy. The Secondary Principal and DP Coordinator after discussion with the HOS may at his/ her discretion conduct a re-exam provided the reasons for absence are verified.

### **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

### **External Assessments**

The two main external assessments at Trio conducted in the months of May / June each year are the **IGCSE**

and the **IBDP** final examinations.

### **Conduct of the Examination**

Under the supervision of HOS, Secondary Principal and the DPC the exam committee ensures that the exams are conducted in accordance to IBO and CAIE guidelines.

- The Coordinators ensure that these guidelines are available to invigilators, who share the responsibility for the smooth and efficient conduct of subject examinations as per the academic honesty guidelines.
- The Coordinators ensure that all question papers, cover sheet and support materials are received according to the deadlines set for a particular examination period.
- The Examination Coordinator ensures that after printing, the papers are sealed and kept safely in the **STRONG ROOM**. The seal should be opened in the examination room in the presence of the invigilators and students.
- All the invigilators should be given a copy of the CAIE/IB conduct of the examinations, which they will carry to the examination hall. The sitting arrangements are made according to CAIE/IB norms.

### **Role of the Invigilators**

The invigilator for every exam will be responsible for the following:

- It is mandatory for the students to carry only transparent zip lock bags/pencil cases/water bottles into the examination hall.
- Unless suitable arrangements are made for supervision, no student is allowed to leave before the end of the examination.
- Any suspicious circumstance has to be challenged and investigated.
- Any material used for cheating is to be immediately confiscated and immediate action should be taken for malpractice.
- Any student detected or even suspected of cheating or disobeying instructions is liable to have his/her paper cancelled. A full report of such incidents will be submitted as soon as the exam is over to the respective coordinators.
- In cases where unfair means are suspected students will usually be allowed to complete their papers and the invigilator will deal with the situation in a way that causes minimum disturbance in the exam.

- The answer papers have to be collected by the subject teacher on the same day of the assessment from the exam room. The marking should be according to the mark scheme and assessment criteria specific to each subject.
- External examinations are conducted as per the IBO and CAIE guidelines.

## **Academic Misconduct**

Students will be given clear guidance on the meaning and practice of Academic Honesty and the consequences of the unethical practice will also be explained to the students at the start of the programme and is reiterated at regular intervals through the programme. Teachers will use Turnit-in to detect plagiarism in the DP.

If a student is found academically dishonest during the assessments consequences will be severe. Students are penalized according to the Academic Integrity Policy. Please refer to the school's academic integrity policy for the consequences.

## **THE DP CORE**

### **Theory of Knowledge (TOK)**

#### **TOK Internal Assessment**

The TOK exhibition explores how TOK manifests in the world around us. For this reason it is strongly recommended that students base their exhibition on one of the TOK themes (either the core theme or one of the optional themes). The TOK exhibition is an internal assessment component—it is marked by the teacher and is externally moderated by the IB. Internal assessment is an integral part of all DP courses. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests. For this task, students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts” section of this guide. Students must select just one IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt.

#### **TOK External assessment:**

The TOK essay is an opportunity for students to engage in a formal, sustained piece of writing in response to a prescribed title focused on the areas of knowledge. The assessment of this task is underpinned by the following single driving question. Does the student provide a clear, coherent and critical exploration of the essay title?

Students are required to write an essay in response to one of the six prescribed titles that are issued by

the IB for each examination session. As an external assessment component, it is marked by IB examiners and needs to be submitted according to school's deadline.

### **Extended Essay (EE)**

There is no school-based assessment for the Extended Essay. EE is submitted by the candidate to the IB as per the rules of IB formal assessment. The respective supervisors shall internally assess the students' final EE submission, as per IB criteria, and the same shall be considered while calculating predicted grades.

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				

### **Internal Assessments**

- Students must abide by the internal school deadline calendar and work proactively. The internal assessment deadlines along with EE and TOK published on Manage-bac cannot be modified. Late submission will not be accepted.
- In case a student is progressing slowly and the teacher feels that he/she will not be able to meet the internal school deadlines for assessments, the matter should be brought to the notice of the IBDP Coordinator at least one month before in writing and immediate corrective measures should be taken so that the deadlines are not breached.
- If the deadline has not been met due to the negligence on the part of the student, the teacher will call for a meeting with the parent in the presence of the DP coordinator. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the DP Coordinator for the record.
- Formative assessments will be used to develop the necessary skills to support internal assessments.
- The internal standardization and moderation procedure will be followed wherever two or more

teachers are teaching the same subject at the same level.

### **Creativity, Action, Service (CAS)**

Student progress in CAS is monitored based on:

- CAS interviews (Altogether 3 CAS interviews are to be conducted. Two interviews in DP1 and one at the end of DP2)
- Balance in creativity, activity and service activities
- Consistency in student effort and work
- Reflections and evidences posted by the student on Managebac
- All Learning outcomes achieved by the end of the second term in DP2
- Involvement in at least a one month long collaborative CAS project requiring substantial planning and delivery.

Given the above, students are flagged as excellent (E), on track (O), concern (C) for CAS on Term reports.

### **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

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
- A 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 (SL or HL).
- Grade 3 or below has been awarded four or more times (SL or HL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 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).

### **Predicted Grades**

Teachers teaching IBDP/CAIE will be required to submit the Predicted grades during the second term. The Predicted grades of grade 12 will be released by the end of First term exam, the same will be submitted to the DP/CAIE coordinators. This will reflect an accurate level of achievement, which is calculated based on Formative Assessments and Summative Assessments during the second year of the end of First term (Nov-Dec) and the confidentiality of the same is maintained.

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 terms before issuing the predicted grade. It is important that the predicted grade is not merely an average of the student's term 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 Secondary Principal and the Head of School.

### **Reporting in the PYP and Middle School**

In order to keep parents and students informed about the progress of their child, towards the end of each term the school produces term wise reports to evaluate student progress through electronic mode and hard copy. The school also conducts PTM's thrice a year in order to communicate and discuss key areas of improvement and growth.

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 teachers asking for feedback and the teachers are encouraged to provide feedback of the child to the parents. 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.

### **Reporting in High School & Diploma Programme**

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, the grades and comments for all the formative assessments are shared by teachers on Managebac. Towards the end of each term, the students achieved grades in the Summative Exams and reports with teacher comments are also available

on Manage-bac and parents can view this using their logins. Along with the achieved grades, the teachers write detailed subject remarks notifying student's strength, weakness and their recommendations in each subject using subject specific DP grade descriptors. The Term 1 report card of Year 1 and Year 2 of IBDP have marks calculated using 70% of the Summative Assessment and 30% of the Formative Assessments.

In addition to electronically monitored student progress, parents are notified of student achievement and progress during formal parent teacher meetings (PTM) three times in a year. Apart from the three PTMs, the parents are also encouraged to meet the teachers or programme coordinator to discuss the child's performance if needed. 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.

The report card comments will stress on the strengths, weaknesses and the steps to be taken for improvement. Reports also include students' performance as per ATL and LP. The subject reports are skill-specific and suggest how to improve performance in that particular subject.

### **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.

### **Monitoring & Evaluation**

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

### **Review**

The policy will be reviewed annually by the steering committee.

### **References and resources**

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