



Trivandrum International School

ASSESSMENT POLICY 2017-18

School Mission Statement

Driven by the motto, learning is for life, the Trivandrum International School is committed to mould a new generation of leaders by creating confident, sensitive, responsible and informed global citizens with a life-long passion for learning and caring.

We aim to create learners with universal values who accept all cultures, religions and individual differences, to bring about a positive and peaceful influence to society. They should learn how to learn and have a desire to appreciate the richness of their own cultural heritage and to serve humanity.

The IBO Mission Statement

The International Baccalaureate Organization 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 IBO 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.

The Definition of Assessment

Assessment—a term used to cover all the various methods by which student achievement can be evaluated. Assessment may include many strategies and tools like tests, examinations, extended practical work, projects, portfolios or presentations, carried out through the period of a unit and marked by either the student or peers or the teacher.

Purpose of the document

The purpose of this document is to have clear rules and policies related to assessment in alignment with IB standards and practices. Trivandrum International School is committed to the IB standards and practices and ensures that the Policy is implemented throughout the School.

PURPOSE OF ASSESSMENT AT TRIVANDRUM INTERNATIONAL SCHOOL

Assessment forms an integral part of all teaching and learning that happens at TRIVANDRUM INTERNATIONAL SCHOOL. The prime objective of assessment is to improve student learning, to provide information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders. It involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers are therefore actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

The assessment component in the school's curriculum has been subdivided into three closely related areas.

- **Assessing**—how we discover what the students know and have learned.
- **Recording**—how we choose to collect and analyze data.
- **Reporting**—how we choose to communicate information.

PRINCIPLES OF ASSESSMENT:

- Assessment forms the basis for planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- Assessment must meet the needs of students at particular ages and stages of development
- Summative assessment is the culmination of the teaching, learning process and measures the understanding of the central idea.
- Formative assessment provides information that is used to plan the next level / line of inquiry in the learning process
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.

ASSESSMENT PRACTICES:

Assessment is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action
- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Assessment is a team effort.
- Assessment strategies and tools should be varied and can include pre and post assessment tasks and formative and summative assessments.

Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests in order to assess the essential elements of the PYP (Knowledge, Concepts, Skills, Attitudes, and Action). Teachers will assess the many ways students use their experiences to connect to the real world.

ASSESSMENT STRATEGIES

- A. Observations**
Performance assessments
Selected responses
Open ended tasks

B. Formative assessment is given to assess conceptual understanding of each line of inquiry, promote learning, to develop the capacity for self assessment. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

C. Summative Assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. At the same time summative assessments in Math, Literacy and Additional Languages will be conducted to assess the subject specific skills and knowledge.

ASSESSMENT TOOLS

Rubrics, benchmarks/exemplars, checklist, anecdotal records, and continuum will be used to record students' responses and performances as a means of authentic assessment.

The previously identified assessment strategies are put into practice at TRINS by using the following assessment tools.

Rubrics: Rubrics are established sets of criteria used for scoring or rating children's tests, or performances. The descriptors tell the child 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 can be developed by children as well as by teachers.

Benchmarks/exemplars: These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks should be appropriate and useable within a particular school context.

Checklists: These are lists of information, data, attributes, or elements that should be present in the responses of students.

Anecdotal records: Anecdotal records are brief, written notes based on observations of children. These records need to be systematically compiled and organized.

Continuum: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Assessment strategies and tools form the basis of a comprehensive approach to assessment. Students' learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Using relevant grading to convey a shared set of standards that reveal strengths rather than weaknesses.

Teachers maintain records of the above mentioned assessments along with evidences.

DOCUMENTATION /RECORDING:(PYP)

How do TRINS teachers record student progress?

A. Portfolio Our school philosophy is constructed around the understanding that the portfolios are utilized to show growth over time for students, teachers, and parents. We do believe that the main stakeholders are our students. Therefore, the portfolio is comprised mostly of student choices with reflections. The following is required to be placed in the portfolio: two pieces of work from each unit of inquiry at the discretion of the student along with reflections about the choice, one piece of work of the student that the teacher chooses with a reflection by the teacher. Students also have an option of selecting pieces from the transdisciplinary areas.

B. Video or Audio recordings

C. Photographic records.

D. Anecdotal Records

REPORTING OF ASSESSMENT

Principles of Reporting:

Reporting is a means of giving feedback from assessment. Effective reporting should:

- involve parents, students, and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair, 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

TYPES OF REPORTING:

A.CONFERENCES:

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Various conferences (formal and informal) will be conducted once a term. The purpose of these conferences is to share information between teachers, students and parents.

Trivandrum International School builds into the school calendar the term parent-teacher conferences. In addition, we provide many opportunities throughout the school year for conferencing. Parents, teachers, and/or students may participate, depending upon the purpose on any of the following conferences

- Teacher- Student
- Student Led- Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.
- Teacher student and parent (Open day)

B. WRITTEN REPORTS

Students will have a comprehensive Report Card reflecting their learning at the end of each term (after two themes). This will include:

1. Learner Profile
2. Trans disciplinary Units and subject specific teaching
3. Comments from all the teachers involved in the progress of the child
4. All essential elements

IB Profile Reflections are completed at every grade level and are included in the Report Cards.

Transdisciplinary Skills, Student Profile, and Attitudes are reflected in the comments that teachers write on every report card and strive to communicate, share, and reflect on student learning.

ESSENTIAL AGREEMENT

Parent-Teacher Communication

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year using the following forms of communication:

- Parent Information - Ice breaker meetings at the beginning of the year
- Class Newsletters and emails
- The school website
- Inserts in the school newsletter
- Inviting parents to view the learning of their children formally

(SLC or celebration of learning) or informally (when parents visit classes or student learning is sent home to share)

- Student Portfolio
- Student Led Conferences
- Open days
- Mentoring

Standardised Achievement Tests

Standardized assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. The types of assessment used in the school are many and varied and the information gained goes towards making up the whole picture.

Standardized assessments are specifically used for the following reasons:

- To inform teaching.
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programs
- To allow the Curriculum Development Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Special Educational Needs (see SEN policy)
- To form part of the process of reporting to parents

Source – Making the PYP happen

MIDDLE SCHOOL AND SENIOR SCHOOL

Principles of effective assessment

Effective assessment allows students to:

- a criteria that are known and understood in advance where work is compared to set standards.
- know their strengths and capabilities rather than just their weaknesses or what they do not know.
- have an opportunity to reflect on and evaluate their own learning.
- demonstrate the range of their conceptual understandings, their knowledge and skills.
- apply their learning and not just recall facts.
- express different points of view and interpretations.
- link to the learning objectives
- be involved in setting goals and criteria.
- reflect and get involved in self and peer assessment.

Effective assessment allows teachers to:

- plan questions of different degrees of cognitive complexity
- plan activities/ opportunities for students to learn the skills and develop the knowledge required to perform well in formal assessment tasks.
- identify what is worth knowing and assessing it.
- consider the different ways of learning and knowing

- make use of quantitative and qualitative assessment strategies.
- use various strategies to assess in order to accommodate various types of intelligences.
- meet the need of all learners

Effective assessment allows parents to:

- see evidence of student learning and development.
- develop an understanding of the student's progress/strengths and weaknesses
- provide support and celebrate student learning.

Roles and Responsibilities

The Principal, Section Heads and IB Coordinator's responsibilities:

- Driving, developing and supporting whole school assessment policy and practice.
- Developing the whole school systems and approaches needed to ensure consistency, coherence and cohesion.
- Helping teachers to work collaboratively, within and across subjects, to share their practice and learn from each other.

The Heads of Department are responsible for:

- Monitoring completion of syllabus/units
- Interpreting the whole school assessment policy for the Department/Subject, aiming for a consistent approach in a Faculty where possible and writing a departmental policy for assessment with the help of other faculty members.
- Developing systems to aid continuous assessment in the subject.
- Recording, moderation and analysis of periodic assessment within the department /subject.
- Intervention with students whose progress is causing concern, working in conjunction with the subject teacher.
- Monitoring of standards within the department /subject and intervention if members of staff are not following the agreed policy.
 - Review of vertical/horizontal planning

Individual subject teachers are responsible for:

- Implementation of the whole school assessment policy, appropriately interpreted by members of the department/subject.
- Recording, moderation and analysis of periodic assessment for their students.
- Intervention with students whose progress is causing concern, liaising with their Subject Leader.
 - Providing clear deadlines for students, setting a variety of tasks/activities

When and how do we assess

Continuous assessment is an integral part of teaching- learning in The Trivandrum International School. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the IB programme. Internal and External Assessment is a continuous practice of the IB Programme which provides feedback to the students and thus help modify the teaching- learning process. It is built into the topics, concepts, such that the process is embedded in all aspects of learning. The continuous feedback that is obtained as a result is essential for goal setting and establishing future targets.

Assessment Pattern

The school currently follows a system that holds two terminal examinations, one in October and the other in May.

Students of Grade 10 and Grade 12 will sit for formal written (Board)examinations. The Grade 12examination acts as a mock (trial) for the IBDP and includes questions based on material completed over the entire course of study.

Grade 10 students have end of year assessments also in the form of formal examinations. Apart from term end examinations, there are two standard assessments in the middle of each term .

All assessments have a formal reporting system which reflect the performance against all criteria and units assessed.

This helps students to be closely connected to learning objectives and success criteria and establishes that pupils are going the right way.

Nature of Assessments

Formative Assessment:

Formative assessment is used to assess how well a student is progressing toward a learning goal. Formative assessment typically gives both students and teachers a feeling for how well concepts are being understood, allowing adjustments to be made as necessary to allow for extra instruction, if the formative assessment indicates a lack of understanding.

After having a number of opportunities to practice and work toward mastery through formative assessment, the student can demonstrate understanding of the course material through summative assessment.

Summative Assessment:

Summative assessment refers to work, which is intended to reflect a student's mastery of the material,a certain unit/portion. A unit test, for example, would typically be designed

under test conditions and with a task specific rubric to assess how well a student has understood the material of that unit before moving on to the next unit. A final exam is perhaps the ultimate example of a summative assessment in that it summarises the student's understanding of an entire course.

Student peer/ self-assessment

Although not typically used to assign marks for a course, student self-assessment is a useful tool for students and teachers. A student will be asked to critically assess his/her level of understanding or accomplishment based on criteria provided by the teacher. In this way a student can identify his/her areas of weakness and strength and the teacher can assist the student where needed. Where a gap exists between a student's self-assessment and a teacher's assessment of that student, a fruitful discussion of the nature of the discrepancy can be considered.

Students are generally quite candid about their strengths and weaknesses and teachers typically regard student self-assessment as a useful adjunct to formative assessment

The middle school focuses on promoting ATL's (approaches to learning) by including all skills in the teaching and assessment and reporting process , to bring a continuity of the IB philosophy.

Projects, home assignments and assessments are planned keeping in mind the development of ATL's through the curriculum

ASSESSMENT TOOLS

- **Rubrics**
- **Benchmarks/exemplars,**
- **Continuum**

Marks	Grade	Level of effort
90 >	A*	Excellent
80-89	A	Very good
70-79	B	Good
60-69	C	Fair
50-59	D	Satisfactory
40-49	E	Needs improvement
< 40	U	Needs attention

Teachers maintain records of the above mentioned assessments along with evidences.

EXAMS AND EXAM PROCEDURE

Middle School & Senior School

Before the exam session is due to begin, copies of the exam papers should be submitted to the relevant HOD for proof reading. If the exam papers are free of errors, they are given to the Examination Supervisor by the HOD for printing. Sets of exam papers are kept in the Principal's office in an envelope/folder giving the subject, class and date/time. The format for the exam paper is shown on the attached example. At least three+ weeks before the exam period, the CIE, DP and ISC/ICSE Supervisors will prepare the exam timetable in consultation with the principal which will be circulated to staff and students. Exams will generally be set in the morning session and

- Classes 6 – 8 is 2 hrs.
- Class 9 to 12 as per the board requirements

For exams in the first and second semesters, a minimum of one hour's supervised revision should be timetabled each day during the exam period. The Examination Supervisor is responsible for ensuring supervision of exams and revision, and giving staff adequate notice. Pre-exam revision is important. In the week before exams, no homework will be set. Teachers are expected to give guidance.

Record Keeping

Record keeping is an essential part and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents, a base to give constructive feedback. Teachers record the information using a variety of tools like the anecdotal record booklet/audio/video or the desirable learning outcome; record sheets are the tools used by teachers to record the child's learning process. All teachers are responsible to maintain the record of progress/learning of each child and record the students' speaking, listening, reading, writing, handwriting, mathematics skills and general behavior and attitude in class-individual and group situations.

Reporting:

Reporting on assessment is about communicating what students know, have learnt and can do. Two term end reports and two mid-term reports are sent to parents. Departments have in place activities with standardized criteria. Teachers use the information gained from assessing as a basis for reporting to parents/guardians/other teachers and also use this information for further programming and teaching. The recording is also done in a software which has login provision for students, staff and parents. The IB grades in each subject are based on their specific descriptors and also go with the grade boundaries.

WRITTEN REPORTS

Students have a comprehensive Report Card reflecting their learning at the end of each semester. This includes

1. Subject specific achievement levels
2. Effort grades based on individual output
3. Comments from all the teachers involved in the progress of the child

CONFERENCES:

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Various conferences (formal and informal) will be conducted periodically. The purpose of these conferences is to share information between teachers, students and parents.

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DIPLOMA PROGRAMME

Grading in the IB DP will be on the standard 7 point Grade Scale of the IB Diploma Programme. The student is awarded Two Grades—Term Grade and Effort Grade. The term grade is the result of the summative assessment at the end of each term, the percentage of which will be converted into a grade as per the latest grade boundaries given by IB. These Grade boundaries differ from subject to subject, session to session and are different for HL and SL. The effort grade is based on the following rubric:

The components of Assessments in various levels

- **Observations:** All students will be observed regularly with a focus on the individual, the group and the whole class, on punctuality, interest, attentiveness, student self reflection, self and peer assessment.
- **International mindedness:** Students will be presented with tasks that represent the kind of challenges that adults face in the world beyond the classroom. This will help them look at situations and people with a more open and liberal mind-set.

- **Examples of students' work or performances:** these include performance in Unit test & term examinations, recalling sessions, homework, reports, essays, presentations, debates.
 - **Inter-disciplinary Skills :**(research, critical thinking, communication, self-management) : The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using narrative notes.
 - **Learner Profile Attributes:** The development of learner profile attributes during the teaching learning process will be assessed, both within and outside.
 - **Open-Ended questions:** Students will be presented with challenging situations and asked to provide original input during class discussions.
 - **Tests/Quizzes:** These are aimed at providing a snapshot of students' specific knowledge that is acquired as well as prior knowledge/learning.
 - **Journals:** Students will be expected to maintain a file consisting of records of all work produced by them during each session and reflections on what is achieved. These would be an evidence of what is done in class.
- Both formative and summative tasks will clearly identify the progression.

The overall IB Diploma Programme assessment policy is based on guidelines and criteria published in the subject guides. This will be reviewed as per the benchmarks/curriculum review/grade boundaries prescribed by the IBO from time to time.

Review of Policy

This policy is reviewed after every two years by a selected team/HOD,s and the changes made are informed to the school community. If needed, the policy can be reviewed any time based on policies of affiliated bodies.

Source: Handbook of Procedures
