

**TRIVANDRUM INTERNATIONAL SCHOOL  
DIPLOMA PROGRAMME  
ASSESSMENT POLICY 2022**



## **Vision**

Empower young learners to become the next generation of global leaders with a lifelong passion for learning and caring.

## **Mission**

We envision our students as open minded, lifelong learners who strive to make their worlds better

We envision our teachers as catalysts of student success, as well as their own

We envision our schools as dynamic and inspirational environments in which to

learn, teach and grow

We envision our schools making a positive and sustainable impact on their communities

## **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.

## **Motto: Learning for Life**

## **Philosophy**

Assessment is an integral part of teaching and learning at Trivandrum International School. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning.

Assessment is an 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. Assessment will reflect best practices that support the learners and the teachers in the advancement of student learning. We have come to recognize that assessment is complex and often subjective. Therefore, we are constantly working, as a team, toward agreeing to build an accurate and efficient assessment policy where criteria are clearly set, assessment strategies and tools are varied; and shared and reporting becomes a meaningful tool for students, parents and teachers.

According to the IBO assessment principles teachers **must adopt both formative and summative assessment practices**

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Formative assessment at TRINS includes all types of assessment included in the internal assessment DP course component and external assessments that teachers consider important to include.

Summative assessment is cumulative, it reflects the external assessment model for each course, and should increase in complexity as the student progresses into the DP. The number of external assessments will vary depending on each course.

Internal assessment items vary among DP courses. Internal assessment activities should become part of the daily teaching and learning practices to help students develop the required skills.

A summative assessment gives an overview of previous learning and is concerned with measuring student achievement. ([Diploma Programme assessment: principles and practice - 2015](#)). Its purpose is to define the level of student achievement.

Trivandrum International School is an international-minded school providing its students with both a worldwide perspective and a strong connection to the local communities in which we live. We offer many opportunities for families and communities to be involved in the education of our students. Our educational

approach focuses on the holistic development which in turn will nurture the intellectual, emotional, and social needs of each child. We recognize and value the unique abilities of every child. Our teachers are committed to maximizing the academic success of each student by providing innovative instruction based on good educational practices.

As an International Baccalaureate (IB) School, we are also aligned with the IB Organization's mission and their IB Learner Profile. The IB mission statement can be viewed at:

The IB learner profile can be viewed at:

<http://www.ibo.org/mission/> <http://www.ibo.org/programmes/profile>

### **The aim of assessment is to-**

- Provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency of the programme
- To determine what students know and understand.
- To ascertain the skills and knowledge that students have acquired over a period.
- To diagnose learning problems (if any) and students need
- To reinforce and achieve the standards set by the IBO.
- To check teaching objectives against learning outcomes.
- To use assessment as a measure to determine the effectiveness of our curriculum delivery.
- Motivate both teachers and learners through success in achievements
- To know and understand the criteria for the assessment in advance.
- To analyze their learning and understand what needs to be improved.
- To highlight their strengths and demonstrate mastery and expertise.
- To be encouraged to be responsible for their learning.
- To experience successful learning.
- To perform at a higher level when challenged

## **Types of Assessment**

Trivandrum International School uses a wide variety of formative and summative assessment methods. Assessment in its various forms is a critical component of the educational journey and can be used for a variety of purposes. The aim of an assessment will have a significant impact on its style and format. Assessment is ongoing and is integrated with instruction.

Types of assessment that are used include, but are not limited to:

### **Formative Assessment**

Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. The primary goal of formative assessment is to provide detailed feedback to students and teachers about the knowledge, skills and understanding that students should develop as opposed to accurately measuring each students' level of achievement. The information gained from formative assessment can be used to develop student capabilities and to facilitate success. The focus therefore is more on what knowledge and skills the student should develop rather than measuring the current level of achievement.

Formative assessment occurs continuously and is integrated into daily instruction. Formative assessment may include

- structured or spur of the moment observations,
- verbal assessments,
- pre-tests,
- formal and informal interviews or discussions
- student reflections,
- ongoing class projects and
- various forms of short answer testing
- Socratic Seminars
- Essays
- Experimental investigations
- . Fieldwork
- Group and individual oral presentations

- Multimedia presentations
- Multiple choice style questions and quizzes
- Online discussion forums
- Journals
- Studio work
- Class debates
- Exhibitions
- Student lecture /Learning
- Interdisciplinary Learning

Formative assessment should be set at the right level of challenge and should be adjusted as the student progresses. Evidence of learning is recorded either on the mark centre (VAM) or in separate files to enable teachers, students and parents to evaluate student learning and make any necessary adjustments. Students are encouraged to adopt a proactive approach to formative assessment of their own learning and are given opportunities to evaluate both themselves and their peers.  
(Peer/Self- Assessment)

Teachers provide students with continuous descriptive feedback with the aim of providing students with an understanding of what they are doing well as well as areas for improvement. Formative assessments are not usually used to determine grade level.

### **Summative Assessment**

Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative assessment is used for different purposes. These may include measuring student achievement, certification of students and as a driving force for curriculum reform.

Summative assessment occurs at the end of a teaching unit or concept for the purpose of evaluating mastery of the skills and knowledge that has been covered. It is a means to gauge, at a particular point in time, student learning relative to the pre-defined criteria communicated to students prior to assessment. Summative assessments are given periodically to determine at a particular point in time and are used as part of the grading process.

Examples of summative assessments include, but are not limited to,

- semester examinations and tests,
- final drafts of research reports or essays
- practical lab reports.
- Essays
- Presentation
- Projects
- Experimental investigations
- Fieldwork
- Individual oral
- Oral commentaries
- Multiple choice questions
- Online discussion forums
- Portfolios
- Studio work
- Tests and examinations
- Exhibitions – TOK and Visual Art

### **Reporting DP Student Performance**

Student achievement through the DP is measured according to two models of assessment:

Internal Assessment (IA) and External Assessment (EA).

Assessment results in a number of marks, which should be interpreted according to the mark bands designed for each specific subject. They provide reasonable mark ranges that aim at differentiating performance; therefore, “each mark level descriptor will correspond to a number of marks” (Diploma Programme Assessment Principles and Practice). The IBO emphasizes the role of the teacher as a facilitator and supporter. It is his/her responsibility to provide scaffolding of learning activities that enable students to construct learning. Along this process, it is the teacher’s responsibility to provide ongoing feedback to the students.

### **Reporting Student Progress**

Diploma Programme assessment results are posted on VAM (Virtual Academic Master) where students, parents or guardians have access to view grades and assessment results. Hard copies of the reports are also maintained by the class teachers and the Programme Coordinator. Parent-teacher conferences are scheduled 3 times a year to deliver report cards. Teachers return assessment results within 10 work days. They devote time to reviewing results with the students and provide time to clarify doubts. The information obtained from the assessment results is used to determine students’ growth and progress within the Programme.

Teachers submit grades for internal and some external assessment on candidates’ work for every subject and level before sending them to the IBO in Year 2; they also submit a predicted grade to the IBO that they believe each candidate will get in the examination for that subject and level in Year 2. Predicted grades are based on grade descriptors “intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake a formative assessment, report progress and predict grades.” (IB Diploma Programme Grade Descriptors, 2019).

## **FORMAL IB ASSESSMENT**

### **Internal Assessments**

- Internal assessments are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the subject teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment



scores worldwide are consistent. Examples of this type of assessment include-

- oral presentations -Group 1 and Group 2
- science lab reports
- Art portfolio
- TOK Exhibition
- All subject projects

Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

### **External Assessments**

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not scored by the internal teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must sit the IB examinations on the assigned test date. All external assessments are conducted in a manner that abides by the Handbook of Procedures for the Diploma programme.

### **Methods of assessment**

The nature of assessment varies according to the subject, but the general pattern is as follows:

- Personal research work - All students must give evidence of their ability to carry out independent work in the form of:
  1. An Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the teacher mentor.
  2. Guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- 2. • Oral examinations conducted face-to-face with teachers/online and recorded. Sample recordings are externally moderated.

3. • Internal Assessment for the Theory of Knowledge, and most other subjects.  
This may take the form of guided coursework, project work, exhibitions, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
4. • Completed CAS Portfolios
5. • Final written examinations held in April/May of Year 2. These examinations include a variety of assessment techniques such as structured papers/unstructured or semi-structured papers, essays, multiple choice questions, short answers They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team)

### **Obtaining the IB Diploma**

From the May 2015 session, the following failing conditions and associated codes apply according to the IB Diploma Programme Simplifying the diploma requirements and failing conditions (2014).

- CAS requirements have not been met.
- Candidate`s total points are fewer than 24.
- An N has been given for the 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 (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 (for candidates who register 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**

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade

At TRINS the Predicted Grade is based on-

Final Term Grade 11

The Year 2 First Term Exam

The Mock/Trial Exam

IA'S

( the percentage for each is clearly mentioned in the DP Handbook)

### **University Predicted Grades:**

Since a number of colleges expect predicted grades from the month of October onwards, such predicted grades are calculated on the basis of the student's performance over a period of the academic activities so far (whatever is the cut-off date expected by the University concerned), their grades in internal assessments and the teacher's observation and perception (which is intuitive and so intangible). The teacher's interpretation is based on the student's aptitude in the subject, sincerity and perseverance towards the assignments and the teacher's competence in understanding the aptitude of the student as well as the IB evaluation.

It is TRINS policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents.

Accumulative reporting process of student performance: The school follows the International Baccalaureate 1 (low) – 7 (high) grade scales.

The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitment.

<b>Achievement Grades (1 - 7)</b>	<b>Effort Grades (A - E)</b>
7: Excellent	A: Excellent
6: Very good	A: Very Good
5: Good	B: Good
4: Satisfactory	C: Satisfactory
3: Just below satisfactory	D: Not adequate
2: Not adequate	E: Little or none
1: No achievement	

**Final (reported) grade descriptions are as follows:**

**Grade 7:** (Excellent) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

**Grade 6:** (Very good) A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students generally demonstrate originality and insight.

**Grade 5:** (Good) A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students generally show evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

**Grade 4:** (Satisfactory) A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

**Grade 3:** (Mediocre) Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situation with full support.

**Grade 2**(Poor) Very limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

**Grade 1**(Very poor) Minimal achievements in terms of the objectives.

### **Meeting of Deadlines**

At TRINS, we encourage our students to be balanced and principled. a key aspect of this is to promote meeting of deadlines. This also serves to prepare students for further education beyond the IB Diploma programme. Each semester students and parents are provided with an Assessment Outline which details upcoming summative assessments for each subject area. Deadlines for assignments that are to be submitted to the IB are outlined on the IB Diploma Calendar which is provided by the curriculum coordinator. At the beginning of each school year, teachers work collaboratively to ensure that deadlines for different subject areas are distributed in a manner that supports student success. The deadlines are communicated as a document and are also given in the Handbook which is uploaded on the website. Extensions for submission of assignments are based on individual circumstances and should be worked out with the teacher well before the deadline. Unauthorised late submission of assignments will result in a deduction from the final mark for each day that the assignment is late. Parents are notified of any late submissions (Internal and External submission deadlines are handed out, beginning of the programme.)

### **Absenteeism During Exams**

If a student misses term examination because of a serious illness or medical condition, the respective Coordinator after discussion with the Head of School may at his/ her discretion conduct a re – exam provided the illness is verified. With respect to IB board exams the policies set by the Board will be applicable.

### **Responsibilities to Uphold Academic Honesty learners have to:**

- be principled, honest, and respectful of others' work and ideas;
- be knowledgeable of how to be academically honest;
- be aware of what authentic work is and create their own original work;
- be aware of their own intellectual property rights as a creator;
- demonstrate and receive proper credit for their own creative and research process;
- be aware of the consequences of academic misconduct/dishonesty;
- be aware of their personal barriers to academic honesty and endeavour to reduce them.

Reviewed : March 2022 Sinduja, Anupama, Cine R, Gayathry R, Rachel Jacob

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### **References**

#### *Internet Sources*

- *Grade descriptors for use from May 2019/January 2020 (IBO)*
- *Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)*
- *Diploma Programme Assessment Procedures (IBO, 2018)*
- *IB Academic Honesty Policy*
- *Subject guides, IB Programme Resource Centre(PRC)*
- *The conduct of IB Diploma Programme Examinations (IBO, 2019)*