



ASSESSMENT POLICY

'What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value. Students view their learning and their sense of worth through the lens we help them construct'

– Francine Staytor and Peter Johnson

Assessment plays a fundamental role in not only supporting learning but also in measuring learning. How and when we evaluate students directly informs planning, teaching, and learning that addresses the pedagogical principle of being informed through assessment. SVKM International School recognizes that teaching, learning and assessment of that learning are fundamentally interdependent, while also placing an emphasis on criterion-related assessment. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these are the pivot around which the entire course is developed.

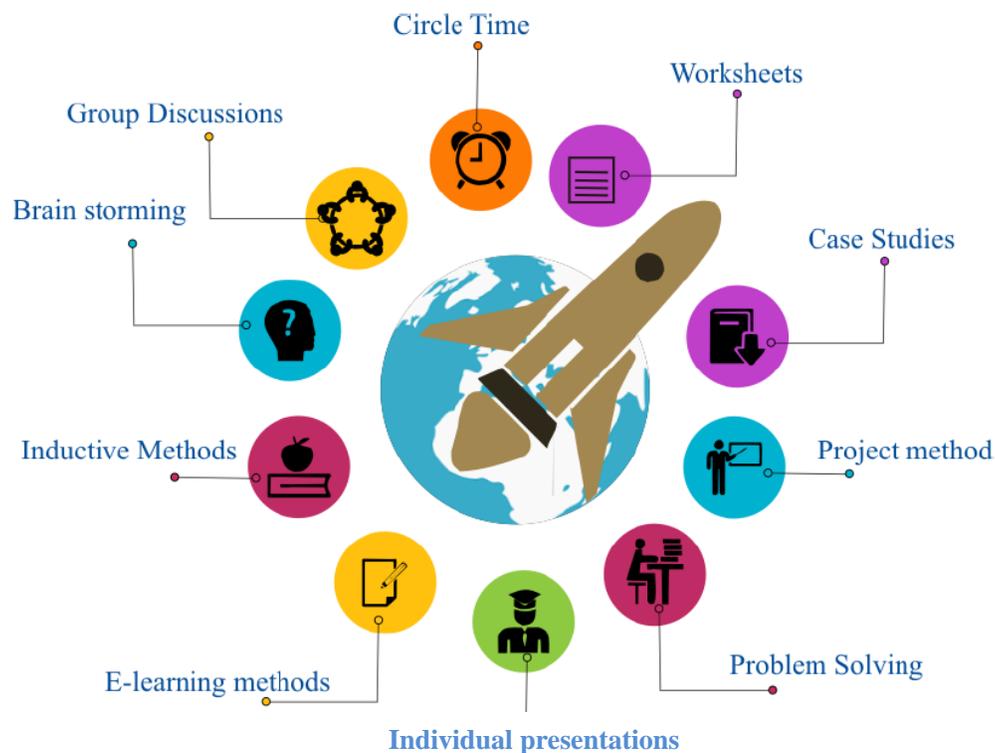
As we endorse *constructive alignment*, every student is encouraged to construct his/her own learning through relevant learning outcomes, while also reflecting the *cognitive academic learning proficiency* for every subject (SVKM Language Policy). Teachers impart lessons such that the learners are engaged and successfully create for themselves perspectives and deep understanding of the discipline and develop the ability to solve problems creatively. Hence, teachers create opportunities through their teaching methods and carefully designed assessment tasks that are aligned with the learning activities and enable students to inquire, act and reflect along with other essential attributes of teaching and learning assumed in the intended lesson outcome.

Hence, assessments at SVKM encompass:

1. Defining the intended learning outcomes – that are central to learning and assessment objectives.
2. Creating relevant teaching / learning opportunities that lead to the intended learning outcomes, while also creating such opportunities for students with different learning needs, thus aligning with the SEN Policy.



3. Assessing students' actual learning outcome as a measure to identify the conceptual understanding of the students that is assessed through development of learning skills like inquiry and research, reflecting the intended learning outcomes.
4. Arriving at a formal grade that is reflected through various assessments that test skills, inductive-deductive learning approach and concepts.



Scores and Class Grades

In the CAIE Programme courses, students are asked to demonstrate learning through formal assessments that result in final marks ranging from A* (High) to U (low). Assessments, such as the official exams at the end of courses that are submitted to examiners for grading.

In addition to official scores, students are also assessed in other ways throughout their coursework, semester grades become part of the students' transcripts that are reported to colleges, and universities. The grade each student earns in a particular class is not directly tied to the scores earned on formal assessments, but is reflective



of work completed in preparation for those assessments. At the same time, students are encouraged to demonstrate their learning outcomes through reflections that form an integral part of their educational objectives. The development of International Mindedness encompassing Intercultural understanding, multilingualism and global engagement is embedded in the curricular and co-curricular activities, that makes learning more engaged, relevant, challenging and significant; further fostering creativity and imagination.

At the SVKM International School, assessments are performed to build the learner attributes skills through a constructivist approach of inquiry, action and reflection. To that order the School and its teachers apprise students of the various forms of assessments that they will undertake in the Programme. Assessments range from traditional paper – pencil tests, to performance assessments, to portfolios. Assessment is broadly classified under two categories: Formative (Assessment **‘for’** Learning) and Summative (Assessment **‘of’** Learning). A balanced combination of both acts as a strong scaffolding for learning and teaching.

Test: a collection of many short-answer questions (either selected-response/multiple-choice questions or questions requiring only a few words in response) that students must answer under controlled, isolated conditions in a set time. Often marked (or graded) automatically.

Examination: a collection of one or more tasks of various types (short-answer, extended-answer, problem-solving or analytical questions; sometimes practical or oral tasks) that students must respond to under controlled, isolated conditions in a set time, generally marked/graded by examiner.

Assessment: a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher.

Aligned with both current research on best practices and CAIE guidelines, teachers use a range of formative and summative tasks that are aimed at identifying the learning needs of students and forming part of the learning process itself, encouraging collaborative and interdisciplinary approach with an emphasis to imbibe the attributes of the CAIE Learner Attributes.



Planning Assessments

Our assessment planning is based on following essential principles:

- Understanding of how students learn
- Accommodating individual differences
- Clarity in explanations of grading criteria
- Maintaining a valid and reliable process
- Allowing timely feedback
- Allowing faculty and students to reflect on their learning
- Treating assessment as an integral part of curriculum development

Our curriculum plan includes an overall map for all subjects. It is expected that all teachers maintain their individual student records on a regular basis and all stakeholders are provided a weekly update of the academic plans executed. Curriculum planning, by way of teacher Scheme of Work, for all subjects reflect appropriate assessment opportunities. To induct students into the assessment planning from the beginning, the School publishes a complete assessment calendar for the Diploma Programme identifying and displaying all internal as well as external assessment schedules for each Diploma Subject.

Assessment Plan of SVKM International School incorporates:

- Self and peer assessment by students
- Assessment of students' written work
- Assessment of students' projects (individuals and groups)
- Assessment of skills acquired by students
- Assessment of students' attitudes and values (as stated in the learner profile).
- Assessment of students' work to the taught curriculum.
- Assessment of the Cognitive Academic Language Proficiency that demonstrates developing language skills for each subject.



Formative & Summative Assessment:

The School encourages learning that is problem centered rather than content oriented. To that extent, it has been recognized that Formative assessment allows teachers to monitor student progress towards meeting IB standards and appreciating that such methods, promoting andragogy, are about assessment for learning, rather than simply assessment of learning. Students receive meaningful, detailed, and timely feedback that supports improvement. The effectiveness of the feedback implementation is enhanced through the Mentorship Programme. Teachers use data from such assessments to modify instruction to promote learning. Formative assessment serves as the foundation for learning and prepares students for the “higher – stakes” nature of summative assessments, which measure achievement and are used to evaluate student knowledge and/or skill level.

Formative assessments: Formative assessments are all those activities undertaken by teachers and students that provide information to be used as feedback to enhance learning and achievement. Teachers use a variety of formative assessment strategies to gather evidence of student progress in acquiring knowledge, skills and abilities towards specific learning targets. These provide the opportunity for students and teachers to take manageable risks in the learning process, and, therefore, these assessments indicate the effort grade.

Formative Assessment Plan includes:

- Self and peer assessment
- Assessment of attitudes and values
- Assessment of students’ work to the taught curriculum.

Summative assessments comprise an important role in the final letter grade a student earns in a given course. Teachers translate achievement levels attained on a rubric into point totals that are entered into the grade book. The numeric grades recorded in the grade book as a result of the use of these rubrics correlates reasonably to the CAIE mark bands for each assessment.



Summative Assessment Plan includes:

- Assessments for specific tasks – at the end of a unit or concept or after acquisition of a particular skill by a student.
- Assessment at the end of an academic term and an academic year.

A number of assessment techniques and strategies are implemented to accomplish formative and summative assessment. Our assessment system makes students focus on setting their own benchmarks and raising their own standards. It helps teachers to reflect on their teaching strategies and practices. Our assessment also provides information for all stakeholders including:

- Parents to show progress/ concerns and involve them in the academic activities of their children
- Other teachers and staff to help them plan and gain informed views
- All stakeholders to provide hard evidence of attainment

In order to maintain the consistency and authenticity of our assessment information, a range of evidence is recorded by the school in the form of:

- Assessment documents (report cards) for each student
- Anecdotal Records maintained by teachers (grade year book)
- Students' written assignment transcripts
- Test results

Use of Rubrics and Mark Bands

IB assessment is criterion – referenced (rather than norm – referenced). This means that a rubric is used to judge student work in relation to clearly – identified levels of skill attainment. For some components, assessment is measured through mark schemes aligned to the relevant CAIE subject's formal aims and objectives. Summative assessments in individual courses model, in both format and subject matter, the formal IB assessments. Teachers employ CAIE assessment criteria (rubrics) to assess student achievement on such assignments, which are considered preparation for formal assessments. Teachers have received specialized, intensive training from MISA and CAIE workshops in the use of grading criteria and mark bands. Whenever practical, teachers provide



samples of work that have been marked so that students can internalize the assessment standards and understand what is expected.

SVKMIS School Examinations

At certain times of the school year, students in Grades 10 and 12 sit for formal written examinations. The results of these examinations are recorded as follows:

- a) Grade 10 and 12 mock (trial) examinations occur in January and these include questions on material completed over the entire course of study. Examination results, recorded on the A* (high) – U (low) scale, are reported separately. AS students appear for their mock examinations in March and for the final exams in May.
- b) Grade 9 end – of – year examinations include questions on material completed over the course of study. When material is drawn from work undertaken during the second semester, these scores is made a component of a student's semester grade. Grade 9 end – of – year examinations are reported separately.
- c) In addition, students appear for Midterm exams in the month of October. Examination results, recorded on the A* (high) – U (low) scale, are reported separately.

Recording

Recording of assessment are ongoing, manageable and purposeful. At SVKM International School the purpose of recording is to:

- Help teachers monitor children's progress
- Recognize achievement and acknowledge the same
- Note strengths and weaknesses
- Documentary evidence
- Form a basis of reporting to
 - Students
 - Parents
- Provide a summary for discussion and verbal and written reports



Students' Progress Reports and Teacher and Parent Meetings

SVKM International School recognizes that holistic development of a person is the foundation of education and believes that the school has an obligation to provide consistent and all round assessment (academic and non – academic) to its students. It is also understood that performance feedback is important for developing students' fullest potential and can be of motivational value to the student. Such feedback is based upon full information, accurately and honestly reported, maintaining confidentiality by way of interim progress reports. This is done through the Mentorship Programme.

Teachers' forum and remedial teaching:

Every month teachers conduct meetings to discuss students' progress, strengths and weaknesses. Accordingly collaborative initiatives are chalked to improve weaker areas and support students to perform better.

Reporting to Parents:

All reporting of students' progress at SVKM International School, whether in the form of a formal report card or an informal note to the parents, a discussion with them or a parents meeting always indicate student's areas of strength and areas where improvement is needed. Additionally, all students are given interim – semester reports. The information shared with the parents is in a format useful for parents in order to promote performance level of their children and motivate desirable behavior.

SVKM International School organizes four school – wide parents-teachers' meetings in order to provide a platform to parents and teachers to discuss students' performance and ways to improve the same. Besides, class wise/subject wise parent-teacher meetings or discussions are also conducted as and when such need arises during the academic year at the discretion of the Academic Coordinator.



Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. Students can expect approximately 10 hours of additional home research and study per week.

The school does not operate a homework timetable for students. In line with our policy of fostering independent learning and striving to develop the dispositions of the CAIE Learner Attributes, we promote a collaborative approach to the setting of homework, through which teachers plan homework schedules at regular curriculum planning meetings and, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long – term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when homework is missed, the teacher notifies the Academic Coordinator, who requires the student to serve detention to complete the outstanding work.

Parents are notified should a student repeatedly fail to submit school work. Any piece of work that has been designated for assessment and has not been submitted by the published deadline will automatically be ineligible for inclusion in a student's record of assessment.

SVKMIS recognizes that some students may be unable to submit work through no fault of their own (for example, due to illness or unforeseen family circumstances). These students may have late work entered as a part of their assessed portfolio if appropriate documentation is provided. In most cases this documentation would be a letter from the parent.



Facilitating Assessment

When using a mark scheme, ideally grading follows the published mark scheme; however, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers consult subject guides, mark schemes and Examiners Reports on the CAIE Teacher Support website for current grade boundaries and criteria.

Supporting Assessment: SVKMIS' expectations of the student

The teacher can expect the student to

- be on – time to class and fully prepared with all the appropriate materials for class work and assessment activities
- respect other's right to learn and to collaborate constructively with peers
- submit any required work – homework, class work, assignments and projects, etc – on time and with due diligence
- present work neatly and appropriately, i.e. that general written work be completed in blue or black ink, that diagrams are in pencil and/or colored pencils.

Supporting Assessment: SVKMIS' expectations of the teacher

The student can expect the teacher to

- clearly identify the requirements for each piece of work, providing students with relevant assessment criteria/rubrics
- provide adequate time for students to complete any given each assessment task
- provide adequate access to any materials necessary for the successful completion of any assessment task
- assess all work appropriately and return it to students in good time.



Supporting Assessment: SVKMIS' expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support is not expected to go so far as to compromise the authenticity of the child's work.

The school recommends that

- a student be provided with a quiet space at home, and adequate time, to complete their school work.
- a student to have access to a computer
- a student to have Internet access and/or access to books/a library*.

*Internet and library access is available on campus, both during and immediately after school hours

Academic Honesty

If a teacher suspects malpractice, he/she refers to the school's Academic Honesty Policy for guidance.

- The school also promotes and practices the use of referencing for project assessments in all subjects and for extended essays to acknowledge the content referenced from books, periodicals like journals, magazines, newspaper articles, audio visuals, images and snapshots of images. Students are thus encouraged to build the credibility of their work by demonstrating accountability of their source material and avoiding any form of plagiarism as given under the School's Academic Honesty Policy.
- Subject teachers and extended essay supervisors further ensure the correct use of referencing and all students work is accepted only after this aspect of referencing is fulfilled by students.

Special Assessment Needs

SVKMIS, in accordance with CAIE policies, believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized.

Special assessment need policies are made available to parents in a digital format during the orientation of the Programme at the beginning of the academic year in June. The Applicable procedure for student with special assessment needs is as follows:

- Before candidates enroll in the Programme, the school is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed special needs.



- Special needs are reported by the candidate or his/her legal guardian to the school's Exam Officer/Academic Coordinator when the candidate enrolls in the programme, with appropriate professional documentation.

Temporary special needs, resulting from illness or accidents, are reported to the Academic Coordinator as soon as possible after they arise, together with supporting evidence.

Grading Scheme for the CAIE Programmes:

Each Subjects offered is graded on the following scale:

Cambridge IGCSE is graded A*– G, Cambridge AS/A Level is graded A*– E, U (Ungraded) being a failing condition in both the programmes. Throughout the Programme, the school conducts assessments in each subject.

References: -

- CAIE Developing your School with Cambridge – A guide for school leaders
- CAIE Implementing the Curriculum with Cambridge – A guide for school leaders
- <https://www.cambridgeinternational.org/Images/466465-cambridge-teacher-standards.pdf>

Created: 2008
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