



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.

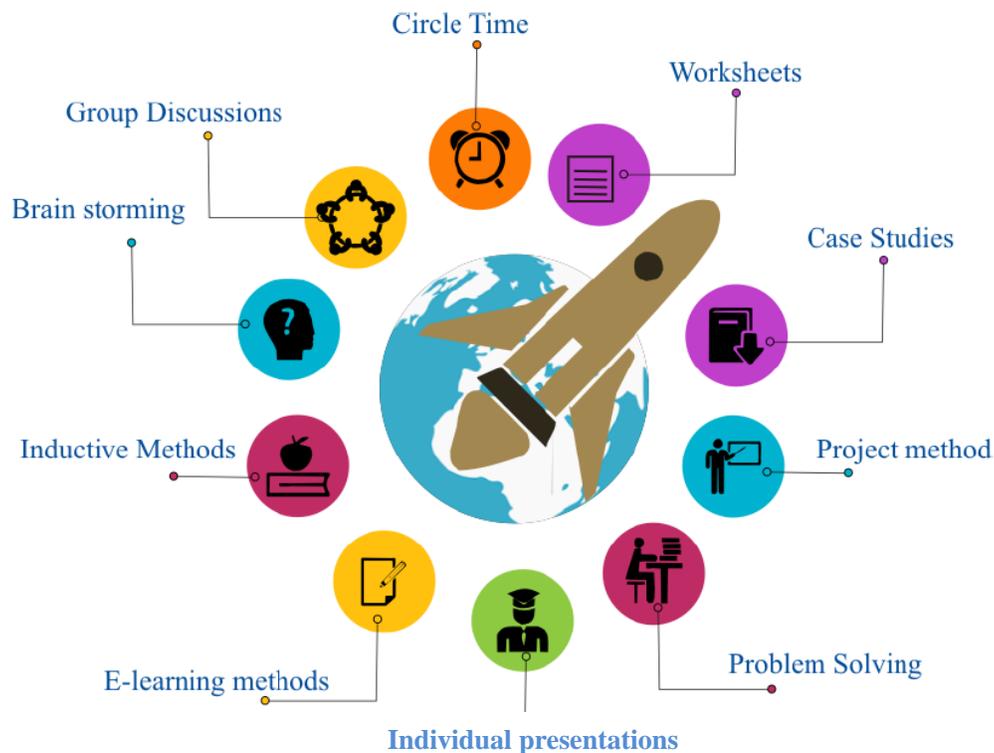
As we endorse *constructive alignment*, every student is encouraged to construct his/her own learning through relevant learning outcomes, while also reflecting the *cognitive academic learning proficiency* for every subject. Teachers impart lessons such that the learners are engaged and successfully 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 ATL 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.



IB Scores and IB Class Grades

In IB Diploma Programme courses (grades 11 – 12), students are asked to demonstrate learning through formal, IB required assessments that result in final IB marks ranging from 1 (low) to 7 (high). [Some formal IB assessments are external, such as the official exams at the end of courses that are submitted to IB examiners for grading. Others are internal, meaning that teachers mark the assessments and submit scores and student samples to IB for moderation]. During the process of University applications, students are provided with a *Predicted Grades* which are measured based on School Assessments. Post the IB Diploma Programme May Examinations Session, students are notified of their final, official IB score for each course in mid – July. They are assigned



with log – in IDs and passwords provided by the IB to access their IB scores online. Official scores for each IB course are sent to the college or university designated by the student as per stipulated timelines set by the IBO through the *Request for Transcripts* service on IBIS by the DPC. Students are further furnished with details and assisted to contact IB to request that score reports be sent to additional colleges/universities.

In addition to official IB scores, students are also assessed in other ways throughout their coursework. In high school, semester grades become part of the students' transcripts that are reported to colleges, and universities. The grade each student earns in a particular IB class is not directly tied to the scores earned on formal IB 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 – attributes essential to meet the core requirements of EE, TOK and CAS.

At the SVKM International School, assessments are performed to build the ATL 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 two years of the Diploma 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. (<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>)

Aligned with both current research on best practices and IB 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 IB Learner Profile and the ATL skills.

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. IB 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 IB course. Teachers translate achievement levels attained on an IB 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 IB 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 IB 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 IB subject's formal aims and objectives. Summative assessments in individual courses model, in both format and subject matter, the formal IB assessments. Teachers employ IB assessment criteria (rubrics) to assess student achievement on such assignments, which are considered preparation for formal IB assessments. IB teachers have received specialized, intensive training from IB workshops in the use of IB 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. Such samples may be 1) actual work of former SVKM students who have been awarded high IB grades, 2) handbook of internal assessment instructions given by teachers, and/or 3) samples provided by the IB in official "Teacher Support Material" or through formal training.



SVKMIS School Examinations

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

- a) Grade 12 IBDP mock (trial) examinations occur in March and these include questions on material completed over the entire course of study. Examination results, recorded on the 7 (high) – 1 (low) scale, are reported separately.
- b) Grade 11 IBDP end – of – year examinations include questions on material completed over the entire 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 11 end – of – year examinations are reported separately.
- c) In addition, students of both, Grade 11 and 12 appear for Midterm exams in the month of October. Examination results, recorded on the 7 (high) – 1 (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 DP Coordinator.



Parents and students are informed that all students have the opportunity to **choose** to do the Diploma. Sometimes candidates voluntarily **choose** to do the course, however in case of poor results if the student wishes to continue to pursue the Diploma, parent consent is duly signed by the parent and the student for the same after students and parents are once again educated regarding the assessment, expectations and content of the courses based students' current level of achievements, interest and future academic plans guide this process.

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. Grades 11 and 12 can expect approximately 20 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 IB Learner Profile, 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 DP 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

IBDP teachers refer to the assessment section in IBDP from Principles to Practice. When using an IB Diploma 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 OCC 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 MLA Style of referencing for internal 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. The MLA Style is recommended as it specifies guidelines for formatting documents and provides students with a system for referencing their sources through parenthetical citation in their internal assessments and extended essays. 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.
- To facilitate the correct use of the MLA Style of referencing, students and parents undergo a workshop conducted by faculty members of the school where they learn the importance and method of citations through footnoting and bibliography to align with the IB Policy of Academic Honesty. Supporting materials like hand out are given to students that can be referenced while writing their internal assessments and extended essays.

For example,

Books: Bala Krishnamurthy, *Environmental Management: Text and Cases, Second Edition*, Published in 2008 by Prentice – Hall of India Private Limited.



Website: Soumitra Ghosh, Subrat Kumar Sahu (November 2011). *The Indian Clean Development Mechanism: Subsidizing and Legitimizing Corporate Pollution – An Overview of CDM in India with*

Case Studies from Various Sectors. Retrieved on 7th June 2012 from <http://sanhati.com/wp-content/uploads/2011/12/cdmnagrikmancha.pdf>

- 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 IB 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.” Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled “Candidates with Special Assessment Needs” (May 2009).

Special assessment need policies are made available to parents in a digital format during the orientation of the Diploma Programme at the beginning of the academic year in July.

The excerpt from that document pertaining to special needs assessments appears here:

Article 21: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 22: Applicable procedure

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

22.2 Special needs is reported by the candidate or his/her legal guardian to the school’s Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate professional documentation.



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

Grading Scheme for IB Diploma:

Each of the six Diploma Subjects offered is graded on the following scale:

Grade 7= Excellent

Grade 6= Very Good

Grade 5= Good

Grade 4= Satisfactory

Grade 3= Mediocre

Grade 2= Poor

Grade 1= Very Poor

Throughout the Diploma Programme, the school conducts assessments in each subject. Tasks undertaken by students in both academic years are used to determine the internal assessment marks submitted to IBO, as well as to determine the predicted grades of respective students.

Diploma students receive marks for each subject out of 7 and total marks out of 45. The 45 marks comprise:

- Marks in 3 Higher Level (HL) subjects; in each subject out of 7 (= possible 21 marks)
- Marks in 3 Standard Level (SL) subjects; in each subject out of 7 (= possible 21 marks)
- Marks in Theory of Knowledge and Extended Essay out of 3



The IB Diploma is awarded to a student whose total score is 24, 25, 26 or 27 Points out of 45. The current failing conditions and codes are as follows: These codes apply to all diploma (and retake) candidates.

1. Candidate's total points are fewer than 24.
2. An N has been given for one or more subjects, theory of knowledge or the extended essay.
3. A grade E has been awarded for both theory of knowledge and the extended essay.
4. There is a grade 1 awarded in any subject and level.
5. CAS requirements have not been completed.
6. Candidate is guilty of academic misconduct.
7. Grade 3 or below has been awarded four or more times.

These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.

8. There is one or more grade 2 awarded at higher level.
9. Grade 2 at standard level awarded two or more times.
10. Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
11. Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
12. Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
13. Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.
14. Candidate has a grade E in either the extended essay or theory of knowledge.

These codes apply to diploma (and retake) candidates with 28 points or more.

15. Grade 2 at higher level awarded two or more times.
16. Grade 2 at standard level has been awarded three times.
17. Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
18. Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
19. Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
20. Candidate has registered for two standard level subjects, and gained fewer than 5 points on these. provided all the following requirements have been met:



References:-

Handbook of Procedures 2013

<http://ibpublishing.ibo.org/xwiki/bin/view/Handbook/Overview?language=en>

General regulations: Diploma Programme

http://www.ibo.org/documentlibrary/regs_ibworldschools/documents/DP_regs_en.pdf

The Diploma Programme: From Principles into Practice

http://occ.ibo.org/ibis/documents/dp/d_x_dpyyy_mon_0904_1_e.pdf

The Diploma Programme: A basis for Practice

http://occ.ibo.org/ibis/documents/dp/d_x_dpyyy_mon_0901_1_e.pdf

Diploma Programme Assessment Principles and Practice

http://occ.ibo.org/ibis/documents/dp/d_x_dpyyy_ass_0904_1_e.pdf

Diploma Programme Assessment Principles and Practice

<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

IB Diploma Programme: Simplifying the diploma requirements and failing conditions

http://www.da-is.org/pdf/ib_pdf/13.pdf

Created: 2008
Reviewed: 2009
Revised: 2010
Reviewed: 2011
Revised: 2012
Reviewed: 2013
Reviewed: 2014
Reviewed: 2015
Reviewed: 2016
Revised: 2017
Reviewed: 2018