

ASSESSMENT POLICY

Including Assessment policy for Diploma Programme



AIS Mission Statement

We believe that education has the power to help us to 'make ourselves' both the teacher and the taught. For in its true sense, it is the process of 'leading out'- enabling every one of us to blossom to our full potential. This is a continuous life long process that can be achieved only when each one of us is propelled by our inner desires and longings-in today's world.

We are firmly committed to the objective of developing "self learning" which in turn brings about the process of "life long learning".

It is this SWAYAM that we seek.

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.

Philosophy

Assessment is an important part at Ahmedabad International School. Our goal is to address the requirements of the Primary Year's Programme as explicitly mentioned and prescribed in the IB (International Baccalaureate) documents.

The purpose of assessment at AIS is to provide information on student learning, improve student learning and contribute to the efficacy of the learning programmes. 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 staff, toward agreeing to build an accurate and efficient assessment policy where criterias are clearly set, assessment strategies and tools are varied; and shared and reporting becomes a meaningful tool for students, parents and teachers. We also comply with the guidelines set by the Gujarat State Education Board, which includes the use of standardized report cards that must be issued at least twice a year. AIS uses this report in conjunction with evaluations that reflect the philosophy and objectives of the PYProgramme. They are objective exams that are designed to match the National benchmarks and IB Scope & Sequence.

Ahmedabad 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 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) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

The IB mission statement can be viewed at: <http://www.ibo.org/mission/>

The IB learner profile can be viewed at: <http://www.ibo.org/programmes/profile/>

Objectives of Assessment

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 efficacy of the programme. It also provides information on student's learning to parents, administrators and stake holders.

Assessment is planned at the start of the unit and demonstrates clear links between the assessment tasks and all components of the planner (central idea and Lines of inquiry, key concepts), teacher and student questions, learning activities as well as alignment to the National Curriculum Framework.

Effective assessment for students addresses:

- All the five essential elements (knowledge, concepts, skills, attitudes and action) and the learner profile.
- Students as an active part of the learning process through reflection and demonstration of their understanding.
- Students' strengths and demonstrates mastery and expertise.
- Analyzing and understanding student's learning and what needs to be improved.
- Involvement of students in the development of some of the assessment activities and tools (eg-rubrics).
- The students' need to be responsible learners and perform at a higher level when challenged.

Effective Assessment for teachers addresses:

- The need for awareness of the assessment policy practised in school and to understand and develop appropriate assessment criterias.
- The use of varied strategies and tools including pre and post assessment tasks, formative and summative assessments to determine what students know and understand.
- Inclusion of peer and self-assessment where appropriate.
- Differentiation needs.
- Child's learning and development, while supporting the child's learning needs.

Effective Assessment for stakeholders addresses:

- The standards set by the IBO.
- Verification of teaching objectives against learning outcomes.
- The use of assessment as a measure to determine the effectiveness of curriculum delivery.
- Building a community of teachers and learners striving for excellence.

IB programmes offered at AIS are for all students and are committed to the following IB Practices:

- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4 Practise .1).
- Assessment at the school is integral with planning, teaching and learning.(IB Standard C4 Practise C4.1.a)
- Assessment addresses all the essential elements of the programme(IB Standard C4 Practise C4.1.b) .
- The school analyses assessment data to inform teaching and learning (IB Standard C4 Practise C4.7).
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- (IB Standard C4 Practise C4.8)

How does the school assess what the student has learnt in PYP?

The main aim of assessment in the PYP at AIS is to provide feedback on the learning process and the development of the five essential elements to inform further learning. AIS also recognizes the importance of assessing the process and products of inquiry.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self assessment skills.

At AIS, we believe thoughtful and effective assessment will guide 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

The assessment component in the school's curriculum can be divided into four closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information
- Reflecting – how a feedback loop can impact student learning

Assessing : How we discover what the students know and have learned

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At AIS, the classroom employs a range of prior, formative and summative assessments, which demonstrate student achievements.

- **Pre-Assessment**
- **Formative Assessment**
- **Summative Assessment**
- **Assessment of the Five Essential Elements of the PYP**

Pre-Assessment

At the beginning of each Unit of Inquiry, teachers will assess children's prior knowledge and experience before embarking on new learning experiences.

Formative Assessment

Formative assessment occurs throughout the unit or learning process. It is interwoven with daily learning and helps teachers and students to find out what the children already know, understand and can do in order to plan for further learning and growth. For each Unit of Inquiry, teachers design at least three formative tasks. These tasks will have predesigned rubrics for the same.

Formative assessment and teaching are directly linked providing feedback to both students and teachers.

Formative assessments take a variety of formats that may include orals, debates, role play mcqs, etc.

Summative Assessment

Summative assessment happens at the end of teaching-learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in well-founded contexts and apply it in new ways.

Summative assessments take a variety of formats that may include tests, examinations, lab reports, essays, presentations, projects, etc.

Assessment of the Five Essential Elements of the PYP

Assessments of the elements of PYP are continually assessed through the following:

- Knowledge and concepts within the units of inquiry through disciplines of Maths, Science, Social Studies, PSPE, ICT, Arts and Languages.
- Skills, Attitudes and Learner Profiles are developed within the units of inquiry.
- Action that students will take as a result of their learning.

Recording: How we choose to collect and analyze data

The teachers use a range of methods and approaches to gather information about a students learning. They record this information using a variety of tools and strategies like PPTs, Cerebro software, See Saw software for Kindergarten, photography evidences and video recording.

Assessment strategies

Observations

All students are observed often and regularly, with the teacher taking a focus varying from wider to closer i.e. from class to individual and from non-participant (observing from without) to participant (observing from within).

Observation of:

- Individual and general class behaviour
- Student interactions
- Skills – reading, listening, logical thinking and lateral thinking skills.
- Response to instructions
- Student application of what has been learnt
- Student health and circumstances
- Team work

Performance assessments

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often used for this kind of assessment.

Assessment is based on performance during:

- Role-play
- Presentation
- Demonstration
- Problem-solving
- Response to challenges

Process-focused assessments

The students' trans-disciplinary and other skills are observed and recorded by noting the typical as well as non-typical behaviours. Collating multiple observations enhances reliability, and synthesizes evidences from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing.

Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations. Assessment of process driven assignments would focus on:

- Research effectiveness
- Project work
- Transdisciplinary skills
- Typical and non-typical behaviours
- Behaviours over time (i.e. multiple observations)
- Behaviours in different contexts, with synthesis of evidence

Selected responses

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example on:

- Written Test performance
- Oral Test performance
- Quiz responses

Open-ended tasks

Are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, is included in the portfolio.

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Assessment Tools

Rubrics

Is an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics at times are developed by students.. The rubrics are used in all formative and summative assessments.

Exemplars

Samples of students' work serve as concrete standards against which other samples are judged. Generally there is a benchmark for each achievement level in a scoring rubric. Teachers are encouraged to set benchmarks that are appropriate and usable within the particular unit context.

Checklists

These are lists of information, data, attributes or elements that are presented. A mark scheme is a type of checklist.

Anecdotal records

Anecdotal records are brief notes based on observation of students. "Learning stories" are focused, extended observations that can be analyzed later.

Continuums

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

Report : How do we communicate the information

Reporting on assessment at AIS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all stake holders.

Kindergarten communicates the student assessments only through Parent Teacher Meetings.

Some ways that AIS (Grade 1-7) uses to report its recording of assessment are:

Conferences and Meetings

Three way conferences

Three Way Conferences are formal reporting sessions led by the students with the support from teachers to share their learning with parents. Conferences take place near the end of two units with optional conferences available at the beginning of Term 3.

Student-Led Conferences

The Student-Led Conference is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only.

Parent Teacher Meetings

PTM's, as they are popularly called, are held at the end of each unit to report on the learning of the student.

PYP Approaches to learning are reported through a continuum, while all other components of the programme are covered through the written comments. The students' information on the performance and development is communicated to parents through many ways. The types of assessments used in the school are varied and gives a holistic picture of the students' progress.

Class Assemblies

Class assemblies are held once a year. These assemblies display the student's learning of the 5 essential elements of PYP and demonstrate the learning under that unit's central idea.

An assembly not only highlights and but enables the students to understand and demonstrate the PYP Learner Profile Attribute(s) and Attitude(s)

School Events

Throughout the school year many events like the Science Exhibition, Art Exhibition, Sports Day, Annual Day and other events demonstrate the students' journey of PYP and also depict the knowledge that they have acquired in all disciplines.

Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines.

Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and weaknesses as well as areas for improvement throughout the year.

Students take ownership of their portfolios with the guidance of the teacher.

Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items.

A variety of media is represented to reflect different learning needs including drawings, photos, voice recording, videos, and multimedia.

Portfolios are stored in plastic display folders in classrooms. Students take their portfolio home at the conclusion of each unit and return them at the beginning of the following unit, with the exception of the academic year end when portfolios taken home.

The PYP Exhibition

The PYP Exhibition is an example of a summative assessment. It is a culmination of the entire Primary Years Programme. It happens in the final year of the Primary Years (Grade 7 at Ahmedabad International School), which aims to celebrate and share students' learning with the whole community. The exhibition provides a culminating experience of the learner's engagement with PYP. It marks a rite of passage, both symbolic and actual, from the PYP to the Secondary School.

All pieces of work taken in the PYP Exhibition are selected by the students and include an exhibition reflection. The 7th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

Written Report cards

Report cards are developed keeping in view the local curriculum needs aligning with IB Requirements. The Report card informs of student progress and areas of improvement in various disciplines of UOI, Learner profiles and the Trans disciplinary skills of a child.

To meet the National and State level Education policy needs, Standardized Assessments are used as a part of the whole school assessment policy.

Standardised Tests

Standardised 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.

Standardised 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 programmes
- To allow the Special Education Needs Team to determine students whose basic skills fall outside the normal expected range pertaining to a particular age. This information is used alongside other assessment information to determine those students who require remedial or external support.
- To form part of the process of reporting to parents

Standardised Assessments are taken in the third and sixth unit in all disciplines from Grade 5 to 7.

Reflecting: How a feedback loop can impact student learning

Teachers have information that help them form groups, plan the programme and be aware of those with special needs. Differentiation techniques are be incorporated to ensure that different learning needs are met.

School Plan for Reporting Assessment Cycle

For Grades 1-7 in PYP, the school year is divided into two terms. The school has a unit reporting system through Managebac for the grades 1-7. A report card is generated and shared with the parents at the end of every 3 units.

A Parent teacher meeting is held after each unit is completed to discuss the progress of the student through SLC/Assemblies/Exhibition etc.

The Kindergarten Grades have an summative assessment at the end every unit . They have a portfolio style of recording the assessment.

The assessment cycle for the Grades is as under:

Jr.Kg	End of Unit Summative assessment
Sr.Kg	End of Unit Summative assessment
Grade 1	End of Unit Summative assessment
Grade 2	End of Unit Summative assessment
Grade 3	End of Unit Summative assessment and assessment in Math and Literacy
Grade 4	End of Unit Summative assessment and assessment in Math and Literacy
Grade 5	End of Unit Summative assessment and assessment in Math and Literacy
Grade 6	End of Unit Summative assessment and assessment in Math and Literacy
Grade 7	End of Unit Summative assessment and assessment in Math and Literacy

Unit one	Parent Teacher Meeting with Unit Folder
Unit two	Parent Teacher Meeting with Unit Folder/Assembly
Unit three	Semester report of Standardized tests for Grade 5,6,7/ Three-Way Conference
Unit four	Parent Teacher Meeting with Unit Folder/SLC
Unit five	Parent Teacher Meeting with Unit Folder/Exhibition
Unit six	Parent Teacher Meeting with Unit Report
Final exam	Final report of Standardized tests for Grade 1-7

Learning Support Needs

Learning Support Needs are identified with the help of various assessments in collaboration with the home room teachers. The inclusion model is used at AIS so Learning Support staff works alongside home room teachers in class. Students who need extra practice spend time with the Learning Support teacher outside the classroom on a temporary or occasional basis to enable them to meet particular goals. This practice is exceptional and will be regularly reviewed. Parents are informed about the progress of the child. Learning Support staff is always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary.

Academic Honesty

Academic honesty means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others.

Students in the PYP will learn:

- The importance of crediting different sources when exploring a range of perspectives;
- The use of key words to research efficiently;
- How to highlight, take notes, paraphrase and summarize;
- How to think critically about the validity of sources;
- How to cite sources; write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant);
- How to reflect on the learning process and consider what was learned from different contexts;
- To identify primary and secondary sources;
- The difference between facts and opinions;
- What constitutes plagiarism.

Ultimately, we aim for the students to take action for themselves by applying their understanding, knowledge, skills and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments.

Academic Dishonesty

In confirmation with the school's 'Academic Honesty Policy', the assessment policy defines academic dishonesty as

i) Plagiarism/collusion/duplication/misconduct/copying/paraphrasing:

The student is required to re-submit/ redo assignment or assessment work if found plagiarized. Parents will be notified by the teacher and the malpractice will be noted in school records.

ii) Second instance:

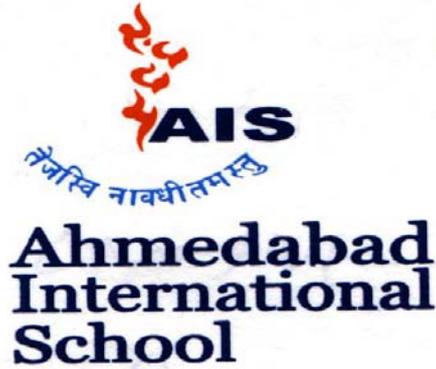
The student work will not be accepted for assessment. The parents are notified by the coordinator/HOS and the act will be put in school records.

iii) Repeated malpractice:

The student will be recommended for withdrawal from the school

ASSESSMENT POLICY

Diploma Programme



Assessment at Ahmedabad International School is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades or a process of reporting.

It is important to emphasize that the single most important aim of Diploma Programme assessment (consistent with the Primary Years Programme) is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements.

Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as class and homework activities. Learning at AIS is well supported; students are aware of what they are trying to achieve in particular pieces of work, and through reflective marking they gain clear insight into what they have achieved and where they can improve.

The school knows, it is important, that marking should have positive impact on students' attitude, motivation and self esteem, and that students have the opportunity to respond to assessment through reflection.

The teachers use their assessment to set work which is well matched to their student's capabilities. Students are involved in the process of assessment, taking responsibilities for their own learning, developing their ability to be self critical and setting targets for subsequent work.

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.

Students should be assessed:

- 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.

Assessment at school is important:

1. To reinforce and achieve the standards set by the IBO.
2. To check teaching objectives against learning outcomes.
3. To use assessment as a measure to determine the effectiveness of our curriculum delivery.
4. Motivate both teachers and learners through success in achievements.

Effective assessment should allow the students:

- 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.

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, assessment may take place at the start of teaching units (pre-assessment), carry on through units (formative assessment), and take place at the end (summative assessment).

Students should be involved in assessing themselves and be allowed to identify personal targets, thus motivating them to learn as these targets are achieved. Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated assessment, which provides a platform on which students can perform to the best of their ability.

The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use informal observation to give feedback to students, but actual assessment is only done as student self assessment. The students should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age groups and language abilities.

All syllabuses for the international baccalaureate specify required learning outcomes in the beginning of the chapter. The learning outcomes state the milestone of achievements for the students in a chapter in then domain of knowledge and understanding of that subjects as well as the cognitive, personal and academic domain.

DP Assessment should be aimed to measure the extent to which outcomes have been achieved.

Pre-Assessment

All teachers will assess student's prior knowledge and experience before embarking on new learning experience in an appropriate way.

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 student's 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. 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 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. 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 levels.

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, and practical lab reports.

Summative assessments may take a variety of formats (including, for example, tests, examinations, lab reports, essays, presentation, projects, etc.).

ASSESSMENT FOR THE IB DIPLOMA PROGRAMME

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices. The school will publish an assessment program early in academic year indicating the tasks that will take place throughout the year.

The assessment of student's performance will be done with variety of assessment tools, including a moderated formal examination, project work, class participation, group exercises, presentation, quiz etc.

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 classroom 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, but are not limited to, oral presentations, science lab reports, math portfolios, and other major 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 classroom 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*.

AWARDING OF THE IB DIPLOMA

In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Action, Service (CAS) element. However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the *General regulations: Diploma Programme*. Below is the matrix for the Extended Essay and TOK elements of the IB Diploma.

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the following conditions:

(a) Higher Level (HL) subjects - In principle, a student must obtain a grade 4 or above in each Higher Level subject. Nevertheless, one grade 3, but not a grade 2, will be acceptable.

(b) Standard Level (SL) subjects – In principle, a student must obtain a grade 4 or above in each Standard Level subject. Nevertheless, one grade 2, but not a grade 1, will be acceptable.

Note: Students who have completed the requirements for the diploma with only one failing condition, as set out above, but with a total score of at least 28 points, including any bonus points, will be awarded the diploma.

Excluding conditions

The diploma cannot be awarded, whatever the total score, to students who have:

1. Not been awarded Grades A to E for both Theory of Knowledge and the Extended Essay, with above an elementary grade in at least one of these
2. Not completed an approved program of Creativity, Action, and Service
3. Received a grade 1 in any Higher or Standard Level subject
4. Received a total of more than three grade 3's or below

IB Diploma Passing Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- CAS is completed
- Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least D in one of them
- There is no grade 1 on any subject exam
- There is no more than one grade 2 on any higher level exam
- There are no more than two grades 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)

- The final award committee has not judged the candidate to be guilty of malpractice

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- CAS is completed
- Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least D in one of them
- There is no grade 1 on any subject exam
- There is no grade 2 on any higher level subject exam
- There is no more than one grade 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

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 AIS the predicted grade of the student will be based on the IA, End I,II Semester exams and a PG test taken in October.

It is AIS 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 commitments.

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

Matrix for the TOK/EE points

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

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 demonstrates 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 shows 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.

How is the IB Program assessed?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

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.
- **Oral examinations** conducted face-to-face with teachers, or by means of a cassette recording in the case of self-taught languages. Sample recordings are externally moderated.
- **Internal Assessment** for the Theory of Knowledge, and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- **Completed CAS Diaries**
- **Final written examinations** held in May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

TYPES OF ASSESSMENT

Ahmedabad 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:

1. Class discussions and/or Socratic Seminars
2. Essays
3. Experimental investigations
4. Fieldwork
5. Group and individual oral presentations
6. Oral commentaries
7. Multimedia presentations
8. Multiple choice style questions and quizzes
9. Online discussion forums
10. Journals
11. Studio work
12. Class debates
13. Tests and examinations
14. Exhibitions
15. Student lecture /Learning
16. Interdisciplinary Learning

Supporting Assessment

In addition to the formal IB assessment, AIS implements a range of summative and formative assessments throughout the two year programme. These include internal examinations that take place on a semesterly basis. All internal examinations are modelled around IB external examinations and are assessed against the criteria published by the IB. Examples of other types of supporting assessment include, but are not limited to, oral presentation, essay responses, lab reports, portfolios and service learning projects. Supporting assessments are designed with individual subject aims and assessment objectives in mind.

MEETING OF DEADLINES

At AIS, 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 on the Managebac 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 10% deduction from the final mark for each day that the assignment is late. If the assignment is more than 5 days late then the student will be awarded a zero for the assignment in question. Parents are notified of any late submissions.

School Plan for Assessment

Assessment Cycle		Month of Assessment	Reports
		Year I	
Beginning of Semester 1		July	Pre Assessment
Formative Assessments (2)		July-Oct	Reporting to the student
1st Semester Assessment (Summative)		October	November Open house. Report card with feedback to parents.
Beginning of semester 2		November	
Formative Assessments (2)		Nov-April	Reporting to the student
2nd Semester Assessment (Summative)		April	May Open house, Report cards to parents.
		Year –II	
Beginning of Semester 3		June	
Formative Assessments (2)		June-Oct	Reporting to the student
3rd Semester Assessment (Summative).		October	November Open house Report Card to parents Predicted Grade sheet to DPC.
Beginning of semester 4		November	
Mock 1 Examination		February	feedback to parents and Students
Mock 2 Examination		March/April	feedback to parents and Students
FINAL IBDP Examination		May	July

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.

FREQUENCY OF ASSESSMENT AND HOMEWORK

Teachers work collaboratively when planning the assessment schedule to ensure that summative assessments for different subjects are distributed evenly throughout each semester. At the beginning of each semester students are provided with an assessment outline which details what assessments will be due, deadlines and assessment weighting. The IB Diploma is a rigorous academic programme and in addition to summative assessments students may be given additional homework tasks to complete to support learning. This may include, but is not limited to: reading of set texts, participating in online discussion forums, research tasks and answering set questions.

RESPONSIBILITIES OF KEY STAKEHOLDERS

Due to the essential role of assessment, certain expectations are assumed by all those committed to the Diploma Programme at AIS and to ensure that students meet their learning goals.

Responsibilities of the student

- To successfully complete all set assessments by the given deadline
- To produce work of a high quality that reflects the best of their ability
- To develop effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy
- To develop and maintain a positive working relationship with the CAS and EE supervisors
- To strive to demonstrate the characteristics indicated on the IB learner profile
- To adopt a proactive approach to seeking help, monitoring their progress and reflecting on areas for improvement through assessment
- To engage in meaningful self and peer assessment

Responsibilities of the teacher

- To ensure that assessment tasks support the curricular goals of the IBDP programme
- To inform students on the assessment criteria both of their subject and of all work that is assigned
- To design formative assessment activities to help students understand what is expected and how they can progress
- To incorporate the results of formative assessment activities into their everyday planning
- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year
- To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria

- To follow deadlines outlined by the Internal Assessment Calendar and the Assessment Outline
- To submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. mark centres, predicted grades and Internal Assessments
- To maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- To communicate with students and parents frequently regarding student progress
- To work collaboratively with other teachers to assess instructional strategies leading to student achievement
- To use a variety of instructional and assessment strategies to differentiate instruction
- To utilise the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

Responsibilities of parents/guardians

- Monitor student progress using the reporting system and through effective communication with subject teachers
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend all parent meetings and information evenings

Responsibilities of IB Diploma Coordinator

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register students for IB examinations
- Set deadlines to ensure all IA assessments, extended essay, and sample sets arrive at the appropriate destinations on time
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritises assessment for learning and assessment of learning
- Review the assessment policy with Diploma staff at the end of each academic year

Connection to other policies

- **Academic Honesty Policy** – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- **Language Policy** – All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language
- **Special Educational Needs Policy** – Assessments will follow all requirements outlined by SEN Policy

Assessment Policy Revision

This IBDP Assessment policy was revised in 2014 looking to the recommendations received in 2013 evaluation report with the collaborative effort of AIS PYP Coordinator, Cambridge Coordinator, GSEB coordinator, Curriculum Coordinators, DPC and Head of School.

This document is still a work in progress.

This document will be revised every five years in order to maintain our assessment policy as current. In case of any new development in the IBO assessment for the DP it will be reviewed at that time.

Bibliography

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- *Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)*
- *Handbook of procedures (IBO, 2016)*
- *IB Academic Honesty Policy*
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- *The conduct of IB Diploma Programme examinations (IBO, 2016)*