



ASSESSMENT POLICY



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.

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

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)

Assessment Policy Revision

This Assessment policy was drawn up in 2017 with the collaborative effort of AIS Primary School Principal, PYP Coordinator, Secondary School Principal, Curriculum Coordinators 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 it will be reviewed at that time.

Bibliography

- (2009)PYP - *Making it happen: A curriculum framework for international primary education.*
www.ibo.org
- *Internet Sources*