

**NISV**

**Navrachana International  
School, Vadodara**

Educating - Empowering - Enlightening

# **NISV**

# **ASSESSMENT POLICY**



### **IB Mission Statement**

The International Baccalaureate 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 organization 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.

### **The School Mission**

Educate and prepare all its students to be life-long learners.

Provide co-curricular and residential facilities of the highest standards in a safe and secure environment. Engage the very best tutors to implement proven national and international curricula.

Teach through contemporary but appropriate methodologies and technologies.

Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos. Foster attributes of inquiry, critical thinking, creativity, and leadership.

Nurture inherent talents and interest of its students and make them believe in their dreams that will shape their lives into caring, responsible global citizens.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **THE PURPOSE**

NISV believes the goal of assessment is to support and enrich understanding. Assessment is an integral part of teaching and learning. Through varied and rigorous assessment techniques, we hope to support and challenge children in their learning. We aim to provide regular feedback on the learning process. The learning community (children, parents and teachers) are kept informed and involved about the learning process. Through our assessment procedure, we encourage children to be independent learners.

## **ASSESSMENT PHILOSOPHY**

*To begin with, the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction.*

*- Stephen R. Covey, The Seven Habits of Highly Effective People*

The Assessment Policy is derived from the school's and the IB's assessment philosophy and the principles, which are consistent with each other. It represents a statement of intent and action for achieving educational goals. It considers timelines and the demands that the assessment places on students and teachers to understand the purpose of assessment and its practical application in the IB Programme.

Assessment is integral to all teaching and learning. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry and aims to integrate and support both. (Making the PYP Happen, 2009).

Analysing students' performance provides educators with valuable feedback, and this enables them to work effectively to benefit the entire learning community. Thus, it is imperative to establish clear communication between students, parents, and educators concerning the expectations and outcomes of all forms of assessments.

## PURPOSE OF ASSESSMENT

### Assessments will:

- Bring out the strengths of the students.
- Be fair, just, and open-minded.
- Display the process of ongoing learning.
- Determine an overall outcome of learning
- Encompass the views and perspectives of individual stakeholders of the community.
- Cater to differentiated teaching methodologies and different learning styles and capacities.
- Motivate students to grow and improve their performance
- Allow parents to see evidence of student learning and development.
- Allow parents to support and enhance student learning.
- To gather & analyse information about student learning.
- To help students reflect on the progress & set goals for the learning
- To help teachers reflect upon their teaching practices through feedback that can be used to plan for future learning.
- To inform learning & teaching based upon evidence.

## ASSESSMENT IN THE IBPYP

Assessment in the PYP is continuous and is a necessary and important part of the learning process. By assessing students, teachers identify student learning needs to better inform the learning process.

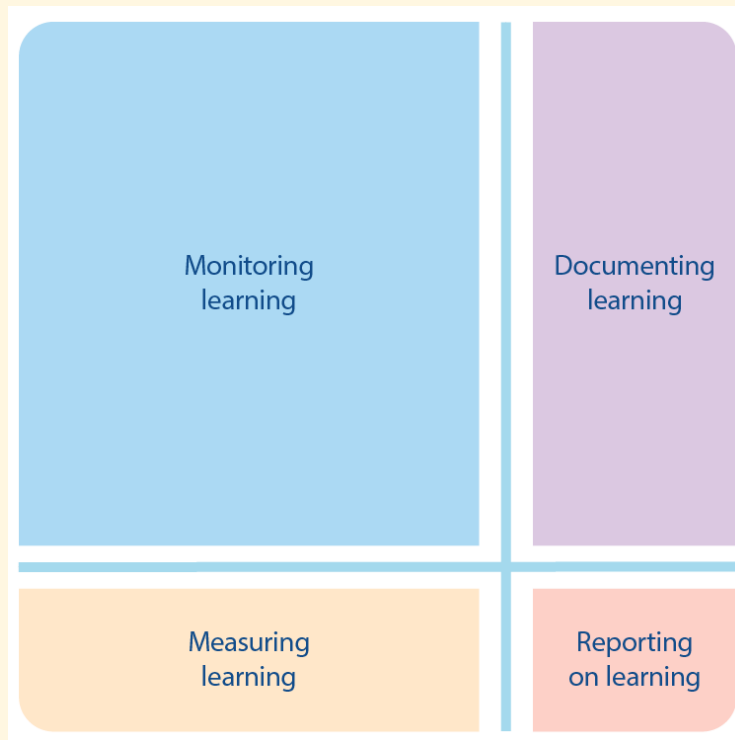
In PYP, we assess our students learning for several reasons:

**1. Assessment for Learning (Formative):** Formative assessment is essentially feedback both to the teachers and the student about present understanding and skill development to determine how to improve and accelerate learning. It serves as a continuous assessment of the pupil's performance.

**2. Assessment of Learning (Summative):** Summative assessment provides evidence of student achievement to make a judgment about student competence or the program's effectiveness. Student achievement is evaluated through a culminating activity generally at the end of a unit of study or the end of a semester. It is represented in a bi-annual report to parents.

**3. Assessment as Learning (Peer and self-assessment):** Assessment as learning involves students setting goals and assessing their own and peers' work. In this type of assessment, students focus on both process and outcome and thus acquire knowledge and understanding of concepts learned.

### THE FOUR DIMENSIONS OF ASSESSMENT



The Four Dimensions of Assessment (IB Resource)

PYP assessments have 4 dimensions each of which has its functions but all aim to provide evidence to inform teaching & learning.

#### The Four Dimensions are-

1. Monitoring Learning
2. Documenting Learning
3. Measuring Learning
4. Reporting on Learning

**1. Monitoring Learning:** It aims to check the progress of learning against personal goals & success.

It occurs through the

- Observations
- Discussions & questioning
- Reflections

**2. Documenting Learning:** is the compilation of evidence of learning which is both physical & digital.

It is done through the use of various tools

- Student's work
- Feedback
- Student Reflections
- Goal setting
- Portfolios

**3. Measuring Learning:** It aims to capture what students have learned at a particular time. It is done through the use of

- Daily observations
- Assessing prior knowledge
- Formative assessments
- Self- assessment
- Group & Peer Assessment
- Summative tasks.

At NISV a range of pre-assessments, Formative assessments, self-assessments, Group & Peer assessments, and Summative assessments are incorporated in the homeroom, demonstrating student achievements.

**Pre-Assessment:** Pre- assessments help teachers and students to find out about a student's prior knowledge.

**Formative Assessment:** This provides information that is used to plan the next stage of learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do so that further impetus can be provided to improve knowledge and understanding. It provides regular and frequent feedback to the teacher and the student. This process helps learners to improve knowledge and understanding, fosters self-motivation and enthusiasm for learning, engages in thoughtful reflection, develops the capacity for self-assessment, and recognizes the criteria for success.

**Self-assessment:** These are tasks in which students actively reflect on their performance on assignments.

**Group & Peer Assessments:** Tasks in which students actively evaluate each other's learning by providing feedback.

**Summative Assessment:** This is the culmination of the teaching and learning process and takes place at the end to provide students with opportunities to demonstrate what they have learned. Summative Assessment is used as a tool to get feedback on students' understanding of the Transdisciplinary Theme that will help to take learning forward. Students are allowed to demonstrate what they have learned by applying their knowledge in a range of contexts & formats

### **Assessment in the classroom includes:**

- collecting evidence of student's understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- developing clear rubrics that address the essential elements of the PYP
- identifying exemplary student work
- keeping records of tests/tasks
- maintaining anecdotal records of student performance

**Analysing Learning:** At NISV teachers use multiple strategies and tools to analyze and evaluate student progress:

### **ASSESSMENT STRATEGIES**

**Observations:** All students are observed often and repeatedly with teachers noting the growth and progress of individuals, the group, and the whole class. Observations include how groups work and the role of participants within the group.

**Performance Assessments:** The assessment of goal-directed tasks with established criteria that are authentic challenges and problems. Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

**Selected Response:** Tests and quizzes are the most familiar examples of this form of assessment.

**Open-ended tasks:** 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.



## **ASSESSMENT TOOLS**

**Checklists:** These are lists of information, data, attributes, or elements that should be present in a student's work or performance.

**Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a predetermined scale. Rubrics could be developed by the teachers and also by involving the students.

**Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged.

**Anecdotal records:** These are visual representations of the development stages of learning. They show a progression of achievement or identify where a student is in a process.

**Continuum:** These are visual representations of the development stages of learning. They show a progression of achievement or identify where a student is in progress.

**4. Reporting Learning:** It aims to inform the learning community where it describes the progress and achievement of the Student's Learning.

- Reporting to parents, students, and teachers occur through:
- Conferences: Teacher-Parent Conference, Student-led Conference, Teacher-Student Conference
- Roll on & Roll off of units
- Twice yearly written Reports
- The Portfolio
- Grade 5 PYP Exhibition

### **a) Conferences**

**Teacher-Parent Conference (TPC):** This is held thrice a year from Grades 1-5 and 4 times a year from Nursery to Prep Senior. The purpose of this conference is to discuss and identify social, emotional, and academic strengths and areas for improvement.

**Student-Led Conference (SLC):** This is held twice a year. Some of the personal development dialogues take the form of student-led conferences where the student discusses his/her work and progress with the parent. Students identify and set future goals in conjunction with the parent and the teacher.

**Teacher-Student Conference:** These are informal and designed to give students feedback so that they can reflect on their work and further refine and develop their skills. This encourages student learning.

### **Ongoing Communication**

Teachers can be contacted through the school link book, e-mails, and phone. Teachers also communicate with parents through the link book, e-mail, Vidyalaya app, and the class blog.

#### **b) Roll-on and Roll-off**

We have two Roll-on and Roll-off sessions per grade each year where parents are invited to witness student learning and the process of inquiry of a unit that has been completed. Teachers also brief the parents about the new unit of inquiry during the Roll sessions.

#### **c) Written Reports**

The Report Cards are shown and given to parents once every semester. The school includes an appraisal of students' progress in various areas of academics, learner profile, and general comment in the report card for each semester.

d) **Portfolio** Portfolios are a purposeful collection of student's work that is designed to demonstrate reflection and growth, creativity, and higher-order thinking. They celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry, in all subject areas. A cumulative collection of student work that travels with the student from nursery to grade 5, the Portfolios are housed in the student's classroom and are accessible to the student. Students should understand the purpose of the portfolios, the process used to compile them, and should be able to explain why specific materials are in the portfolio. Students use the portfolios to communicate with teachers, parents, and peers throughout the year. There is a balance of the teacher-selected work and the student-selected work content in the portfolio which comprises work pieces from all the subjects.

### e) **PYP Exhibition**

The exhibition marks the culmination of the PYP. The students of Grade 5 work collaboratively to demonstrate their understanding of the program. They select one organizing theme and showcase the five essential elements of the PYP (Knowledge, Concepts, Attitudes, Skills, and Action). The exhibition provides an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

### **IBMYP ASSESSMENT**

MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria of each subject group in each year of the program. The Criterion-related approach represents a philosophy of assessment that is neither ‘norm referenced’, which means that students must not be compared to each other, nor is it ‘criterion referenced’, which means that students need not master the lower level before achieving the higher level of the strands of specific criteria.

#### **AIMS OF ASSESSMENT OF IBMYP**

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process
- Provide an opportunity for students to exhibit transfer of skills across discipline, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitude towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in the real-world contexts
- Promote the development of critical and creative thinking skills
- Reflect the international mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts if necessary.
- Support the holistic nature of the program, by including in its model principles that take account of the development of the whole student

## ASSESSMENT PLANNING

- The distinction between internal summative assessment and the supporting formative processes
- Assessments must allow students to recall, adapt and apply knowledge and skills to new questions and context
- Development of ATL skills which are closely related to Subject Group Objectives
- Assessing not only the end product but also the process of learning
- The professional judgment of teachers in deciding the achievement levels of individual students
- A variety of evidence to improve student learning and to help students achieve their potential
- The reflection shows the development of students within the subject

## ASSESSMENT STRATEGIES

The MYP values the use of a variety of assessment strategies during the program to provide a more balanced view of student achievement.

- **Observation-** Teachers may choose to observe all students regularly and often, taking a wide-angle view (focusing on the whole class) or a close-up view (focusing on one student or one activity). This strategy is useful when assessing some behaviours and skills.
- **Selected Response-** Tests and quizzes are the most familiar examples of this form of assessment, however, they are not restricted to just these two. This strategy is a useful informative assessment as it is quick and straightforward to administer and also provides instant feedback for the students and teachers.
- **Open-ended tasks-** Presentations, essays, or a diagram as a solution to a problem are some examples of this assessment. This strategy allows teachers to present students with a stimulus and ask them to communicate an original response.
- **Performance-** A composition, a research report, a presentation, or a proposed solution are some examples of this assessment model. This strategy allows students to demonstrate the acquired skills and show their understanding in a real-world context. Students are assessed on their ability to demonstrate predetermined learning objectives in and across subjects.
- **Process journals-** Student reflection and metacognition are essential aspects of this process. Regular recording of student reflections leads to enhanced understanding of the concept. Process journal allows students to detail their service and action. It also helps in reflecting on their learning and its impact on them and others.

### IMPLEMENTATION OF ASSESSMENT

- **Appropriateness of tasks** – The assessment tasks should address at least one MYP subject group objective. The student’s work is then assessed using appropriate criteria. Assessment tasks should take into account the requirements of students with special educational needs. Tasks could be simplified in parts to enable students to meet the necessary MYP objectives, but parents and students need to be informed where necessary.
- **Creating sufficiently rigorous tasks-** Teachers ensure that the tasks not only address the requirements of the objective but allow students to access all the achievement levels to the best of their abilities.
- **Developing task-specific clarification-** Task-specific clarification is based on IB specified assessment criteria. Teachers redraft the level descriptors of assessment criteria as per the requirement of the task which may be for-
  - a. Facilitating learning process
  - b. Supporting learning by guiding instructions
  - c. Providing examples to deepen understanding
  - d. Bringing transparency to the process of assessment
  - e. Contributing to teachers’ reflections in the MYP unit
  - f. Helping in curriculum review by reflecting the specific content taught
  - g. Simplifying the command terms used in the task.
  - h. Meeting the expectation of the task through prior discussion and clear instructions.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a “best-fit” model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two-level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best fit’ description of the candidate's work.

## ASSESSMENT TOOLS

The following tools are used to collect and document evidence of students' achievement in each unit.

- **Anecdotal records** are used to systematically compile, document, and organize the observations of the students' learning skills and achievement levels using technology.
- **Continuums/ rubrics** provide visual representations of developmental stages of learning. It shows a progression of achievement and identifies the level of achievement. It is used to inform the development of ATL skills to the teachers across all subject groups (Horizontal and vertical)
- **Exemplars** are students' work that serves as concrete standards against which other samples are judged. These serve as examples for the particular task.
- **Checklists** are lists of attributes or elements that should be present in particular response to a task. This is useful for formative assessments.

### Reporting Student Achievement

**Report Cards-** The final reporting is done only on summative assessments Managebac.

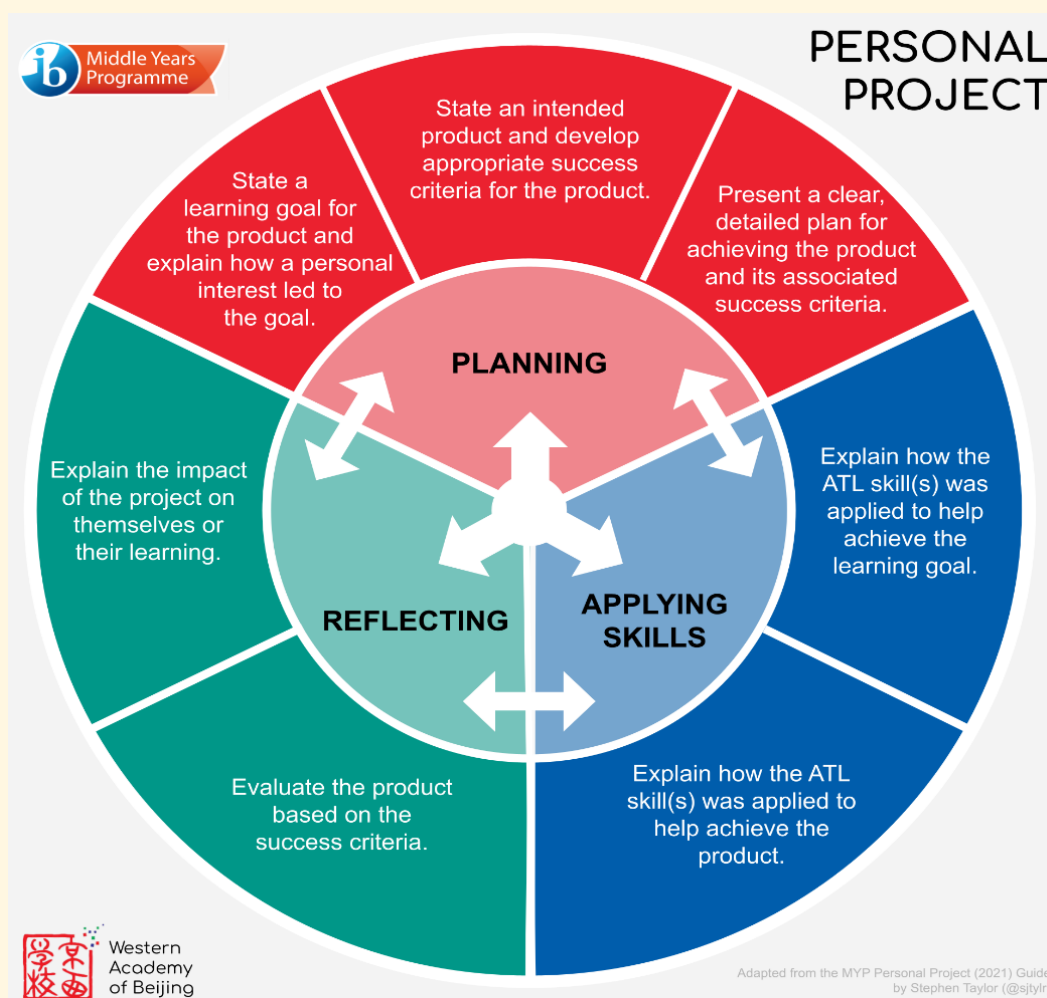
The school reports the achievement of the students twice in a session (once in a term) through report cards.

- All teachers contribute to the assessment data for their subjects
- The best-fit approach is adopted to award the final achievement level to the student
- Summative assessment levels of all criteria of each subject group are recorded
- The level total of all criteria of a subject is converted into grade as per IBMYP 1-7 scale.
- MYP report of student achievement communicates the student's achievement level for each assessment criterion with appropriate level for the subject together with its grade descriptor
- The level of ATL skills in each subject group is also reported
- The learner profile developed for each unit under different subject groups is also mentioned.

**Teacher-Parent Conferences-** All teachers communicate assessment data, both formative and summative, and the overall development of the student to the parents. The communication is open, transparent, and supported by the student's work. The process is in favor of the student's holistic development.

**Student-led Conferences-** Students set targets for themselves to be achieved during the academic year and explain their strengths and weaknesses. Through the subsequent SLCs, they review and reflect on ways to improve and achieve the set target.

**In MYP year 5, the school ensures that students submit the personal project which is periodically reviewed and assessed by the assigned supervisors for monitoring/internal assessment within the stipulated period. All students are registered with IB for the moderation of their projects.**



<https://learn.wab.edu/myp/parents/p2>

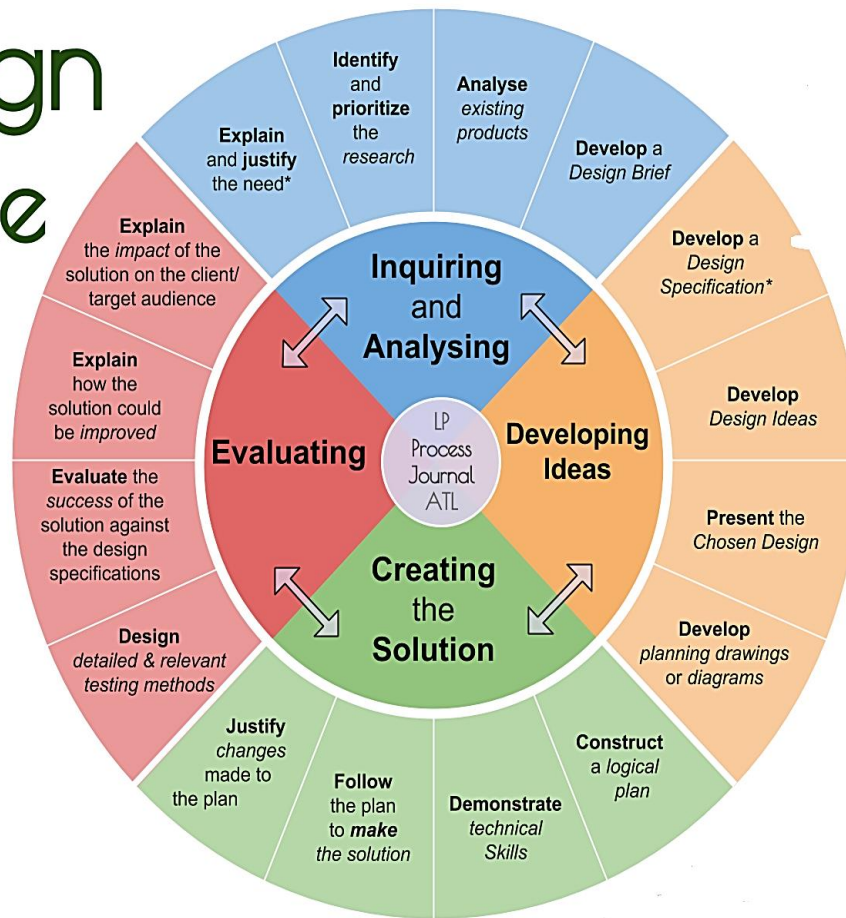
### Personal Project Moderation Procedure

The project report reflects the process and the product of the personal project. Hence assessing the report as an essential and participatory process for the supervisors.

- To provide appropriate feedback to the students while they are writing the project report, an activity based on the recall of criteria and their strands is carried out. The supervisors are grouped and each group is given a folder with strips of old and new criteria and strands. The group has to arrange the relevant strands under the relevant criteria for the current academic year.
- A practice marking session with marking the IB samples individually, is also conducted to give the supervisors a clear idea concerning grading their assigned student's report.
- A google form is shared with them to mark their levels and write comments for the same.
- Later, the annotated report along with the comments is discussed and shared with the supervisors through the drive.
- Once the final report from the student end is submitted, supervisors mark the report of their students using the assessment sheet and other resources shared through the mail and drive respectively.
- The total score and the final level marked by the supervisor are then compiled in an excel sheet for planning the standardization process.
- Supervisors are randomly assigned student reports for standardization as an anonymous report. This activity is conducted in the school IT lab as the report is assigned through drive with only viewing rights and the submission of the standardization assessment sheet is also on drive.
- The supervisor assessed score/ level and the standardized score/ level is then compared in the excel sheet. After a discussion between the MYPC and the PPC, a final agreed score/ level is finalized for each student to be entered on IBIS.



# Design Cycle



	Inquiring & Analysing	Developing Ideas	Creating the Solution	Evaluating
<b>1-2</b>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>states the need for a solution to a problem for a specified client/target audience</li> <li>develops a basic design brief, which states the findings of relevant research.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>lists some basic design specifications for the design of a solution</li> <li>presents one design, which can be interpreted by others</li> <li>creates incomplete planning drawings/diagrams.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>demonstrates minimal technical skills when making the solution</li> <li>creates the solution, which functions poorly and is presented in an incomplete form.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>designs a testing method, which is used to measure the success of the solution</li> <li>states the success of the solution.</li> </ol>
<b>3-4</b>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>outlines the need for a solution to a problem for a specified client/target audience</li> <li>outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance</li> <li>analyses one existing product that inspires a solution to the problem</li> <li>develops a design brief, which outlines the analysis of relevant research.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>lists some design specifications, which relate to the success criteria for the design of a solution</li> <li>presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</li> <li>justifies the selection of the chosen design with reference to the design specification</li> <li>creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>constructs a plan that contains some production details, resulting in peers having difficulty following the plan</li> <li>demonstrates satisfactory technical skills when making the solution</li> <li>creates the solution, which partially functions and is adequately presented</li> <li>outlines changes made to the chosen design and plan when making the solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>designs a relevant testing method, which generates data, to measure the success of the solution</li> <li>outlines the success of the solution against the design specification based on relevant product testing</li> <li>outlines how the solution could be improved</li> <li>outlines the impact of the solution on the client/target audience.</li> </ol>
<b>5-6</b>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>explains the need for a solution to a problem for a specified client/target audience</li> <li>constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance</li> <li>analyses a range of existing products that inspire a solution to the problem</li> <li>develops a design brief, which explains the analysis of relevant research.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>develops design specifications, which outline the success criteria for the design of a solution</li> <li>develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others</li> <li>presents the chosen design and justifies its selection with reference to the design specification</li> <li>develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution</li> <li>demonstrates competent technical skills when making the solution</li> <li>creates the solution, which functions as intended and is presented appropriately</li> <li>describes changes made to the chosen design and plan when making the solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>designs relevant testing methods, which generate data, to measure the success of the solution</li> <li>explains the success of the solution against the design specification based on relevant product testing</li> <li>describes how the solution could be improved</li> <li>explains the impact of the solution on the client/target audience, with guidance.</li> </ol>
<b>7-8</b>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>explains and justifies the need for a solution to a problem for a client/target audience</li> <li>constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently</li> <li>analyses a range of existing products that inspire a solution to the problem in detail</li> <li>develops a detailed design brief, which summarizes the analysis of relevant research.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research</li> <li>develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others</li> <li>presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification</li> <li>develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>demonstrates excellent technical skills when making the solution</li> <li>follows the plan to create the solution, which functions as intended and is presented appropriately</li> <li>fully justifies changes made to the chosen design and plan when making the solution.</li> </ol>	<p><i>The student:</i></p> <ol style="list-style-type: none"> <li>designs detailed and relevant testing methods, which generate data, to measure the success of the solution</li> <li>critically evaluates the success of the solution against the design specification based on authentic product testing</li> <li>explains how the solution could be improved</li> <li>explains the impact of the product on the client/target audience.</li> </ol>

## NISV ASSESSMENT POLICY

### Grade 9 And 10 (IGCSE) ASSESSMENT

In Grade 9 and 10, the whole school assessment policy of following the comprehensive continuous assessment systems is operative with the mix of formative and summative assessments undertaken in 2 semesters in every academic year. The grading system followed is from A\* to U\*

#### Descriptive Grading Criteria for Grade 9 and 10 IGCSE

Students receiving a grade demonstrate most of these characteristics most of the time.

<b>A*</b>	<b>Excellent</b>	<ol style="list-style-type: none"><li>1. All or almost all learning goals are fully or consistently met.</li><li>2. completes open-ended tasks with quality work.</li><li>3. Test scores indicate a high level of understanding of skills and concepts.</li><li>4. Assignments are complete, of high quality, and well organized.</li></ol>
<b>A</b>	<b>Very Good</b>	<ol style="list-style-type: none"><li>1. Generally all learning goals are fully or consistently met.</li><li>2. Open-ended tasks are completed, although the student may need support in dealing with ambiguity.</li><li>3. Test scores indicate a very good grasp of skills and concepts.</li><li>4. Assignments are generally complete, thorough, and organized.</li></ol>
<b>B</b>	<b>Good</b>	<ol style="list-style-type: none"><li>1. Most of the learning goals are fully or consistently met.</li><li>2. Test scores indicate good acquisition of skills and concepts.</li><li>3. Assignments are generally complete; however, quality, thoroughness, and organization vary.</li></ol>
<b>C</b>	<b>Satisfactory</b>	<ol style="list-style-type: none"><li>1. Only some of the learning goals are fully or consistently met.</li><li>2. Needs some support to begin and/or complete tasks.</li><li>3. Test scores indicate satisfactory acquisition of skills and concepts.</li><li>4. Assignments are widely varied in quality, thoroughness, and organization.</li></ol>
<b>D</b>	<b>Mediocre</b>	<ol style="list-style-type: none"><li>1. Few of the learning goals are fully or consistently met.</li><li>2. The student rarely completes tasks even with support.</li><li>3. Test scores indicate little grasp of skills and concepts.</li><li>4. Assignments are of low quality and are frequently incomplete.</li></ol>
<b>U</b>	<b>Unsatisfactory</b>	<ol style="list-style-type: none"><li>1. There is incomplete evidence to make a valid and reliable judgment on a student's achievement, or the student's competence is so limited that little or no meaningful material is available for assessment.</li><li>2. Little or no material has been produced.</li></ol>

## **IB Diploma Programme**

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to meet the requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. Diploma Programme candidates are required to select one subject from each of the six subject groups. Three subjects are taken at a higher level (HL) and three at a standard level (SL). Higher-level courses represent 240 teaching hours; SL courses cover 150 hours.

## **Methods of assessment**

The Nature of the assessment varies with each subject, but in general, the pattern is as follows:

Every diploma candidate must give evidence of ability to carry out independent research work in the form of:

- An Extended Essay in one of the six subjects of the diploma. The essay is assessed by an external examiner and must be accompanied by a report from the teacher.
- Guided course-work in all subjects. This work is internally assessed by the subject teacher who guided the candidate and is moderated by an external examiner.
- Oral examinations in languages are conducted using recorders using AUDACITY
- Internal assessment is used for Theory of Knowledge and some parts of the examination in certain subjects.
- Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests.
- They are prepared and assessed by the examining panels responsible for each subject.

Assessment and instruction go hand in hand and a variety of different strategies are used to support curricular goals and to assess student readiness for a particular unit of study. These are:

## **Pre-Assessment/ Diagnostic Assessment**

- Assesses prior knowledge.
- Assesses what students want to learn.
- Directs the teacher in the planning of learning activities.

**Formative Assessment:** A collection of one or more tasks that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by the subject teacher. This is aimed at identifying the learning needs of students and forming part of the learning process itself.

- Uses informal assessment strategies to gather information on student learning
- Takes place during regular class instruction as most formative assessment strategies are quick and easy to use and fit seamlessly into the instruction process
- The information gathered is graded to inform the students whether they have conceptual clarity or whether they require more practice
- Descriptive feedback may accompany a formative assessment

### **Formative Assessment Strategies**

- Formative assessment strategies are used throughout a unit of study
- Focuses on discovering what students know and need to know about the end goal or outcome
- Teachers use formative assessment to make adjustments to their instruction to better satisfy learner needs
- Provides teachers with information on the learning processes of their students
- It determines if the instructional practice is impacting student achievement or whether re-strategizing is required
- If students are doing well and progressing as expected, teachers continue with their current instruction practices
- Teachers plan other learning opportunities to help students attain the information or skills they need to be successful
- Teachers get a clear picture of each student and their understanding of the concept or skill being measured
- Students also use formative assessment information to make changes to their learning strategy

### **Summative Assessment**

The various methods by which student understanding of the various subject groups is evaluated to determine the level of achievement of a student, generally at the end of a course of study.

The Educators plan their instruction around the needs that the students demonstrate. Additionally, it provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Ongoing assessment of student learning is an important part of the planning process.

The emphasis is on criterion-related assessment. This method of assessment establishes student levels of attainment.

### **ASSESSMENT PROGRAMMES**

For each subject in IB Diploma, the respective subject teachers will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- The Assessment Tasks will take place throughout the academic year
- In general, terms what syllabus outcomes each Task is intended to measure
- Approximately when each Task will occur (with specific dates to be supplied later)
- What percentage of the final Assessment mark each Task contributes?

### **Methods of assessment**

The Nature of the assessment varies with each subject, but in general, the pattern is as follows:

- Every diploma candidate must give evidence of ability to carry out independent research work in the form of:
  - An Extended Essay in one of the six subjects of the diploma. The essay is assessed by an external examiner and must be accompanied by a report from the teacher.
  - Guided course-work in all subjects. This work is internally assessed by the subject teacher who guided the candidate and is moderated by an external examiner.
  - Oral examinations in languages are conducted using recorders using AUDACITY
  - Internal assessment is used for Theory of Knowledge and some parts of the examination in certain subjects.
  - Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests. They are prepared and assessed by the examining panels responsible for each subject.

The main objective of summative assessment is to -

1. support and encourage appropriate student learning
2. contribute directly to semester grades, predicted grades, and internal assessment grades
3. be conducted primarily in the form of:
  - a. Semester exams
  - b. Class unit tests

- c. Projects and internal assessment tasks
- 4. Contribute towards a proportion of the final IB Diploma Grade that is awarded by the IB.

### **Formal Examination Sessions in the IBDP**

**Grade 11:** Internal Exams are held in September/October and in March.

**Grade 12:** Practice and Mock Exams are held in December and March respectively of Year 2, preparatory to the IB exams in May.

**Assessment Criteria:** In consonance with the IB pedagogy, each subject group uses the criteria-based mark schemes provided, as the yardstick against which the assessment tasks are rated. Criteria-specific tasks are designed as a formative tool to ensure thorough preparedness.

**Mark Levels:** In the DP, students receive grades ranging from 7 to 1, with 7 being the highest. Students receive a grade for each DP course attempted. The school makes it a practice to follow the same for various assessment objectives, such as Observation, Teacher Supported Self Evaluation, and Peer Evaluation to strengthen Formative and Summative Assessments.

**Mark Schemes:** Comprehensive Mark Schemes, which IB provides, are used to grade all forms of assessment whether it is self, peer, or teacher assessed. This is adhered to very consciously to allow the students to understand the rubric and improve the calibre of their performance together with recognizing the level of application demonstrated.

### **Reporting of DP**

- The reporting of the students' semester academic performance, CAS, EE, TOK, and IA will be done on Managebac. The reports once generated will be made able online in Managebac
- The final report card/transcript levels of DP from Grade1 to 7 would apply.
- The final grade would demonstrate the most accurate demonstration of student performance and there will not be any averaging of attainment grades over a reporting period.
- In the Managebac there would be a record of formative assessments which is a lead-up to reporting of summative assessments in each reporting period.
- CAS records are maintained through Managebac based on its objectives. The report cards sent via Managebac to the parents indicate CAS progress.

## NISV ASSESSMENT POLICY

- The norms of securing the IB diploma would apply in the semester grade without taking the CAS and TOK performance.
- In DP there should be at least four substantial assessments per semester (if this is not possible the HOD should consult the Diploma Coordinator)
- A variety of assessment types should be used for grading.
- Published IBDP assessment objectives and criteria are shared with all students. All work is to be assessed keeping these objectives and criteria in mind.

### GRADING SCHEME

Each of the six subjects offered is graded on the following scale:

Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1
Excellent	Very good	Good	Satisfactory	Mediocre	Poor	Very poor

The number represents the student's exam score combined with the other forms of internal assessment methods.

Up to **3 bonus points** can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

The maximum score a student can get in IB Diploma is 45.

### AWARD OF THE DIPLOMA

A candidate will not qualify for the award of the diploma if certain requirements have not been met.

The following codes indicate which requirements have not been met.

The IB diploma will be awarded to a candidate whose total score is 24 or above points, provided all the following requirements have been met-

- All CAS requirements have been met.
- The candidate has scored a total score of 24 points or above.
- There is no N being given for theory of knowledge, extended essay, or a contributing subject.
- There is no E grade awarded for one or both of the theory of knowledge and the extended essay.
- There is no grade 1 awarded in a subject /level.
- There is no Grade 2 awarded three or more times (HL or SL). Overall, there are no Grade 3 or below awarded four or more times (HL or SL).
- At least 12 points have been gained on higher level subjects (candidates who register for four

## NISV ASSESSMENT POLICY

higher level subjects, the three highest grades count).

- At least 9 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).

**Extended Essay and Theory of Knowledge Matrix**

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

<https://indoorooshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/International%20Baccalaureate/IB%20Handbook%202022.pdf>

### OTHER REQUIREMENTS

Students enrolled in the full Diploma Program must also complete three further requirements to earn their Diploma. These are:

- An Extended Essay
- Theory of Knowledge Essay (Externally Assessed and Presentation (Internally Assessed))
- Creativity, Activity, and Service (CAS)



### **EXTENSIONS**

Extensions will only be granted by the DP Co-ordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment task, he/she must apply in advance in writing to the Subject Teacher involved. The subject teacher will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices about the use of technologies, including the maintenance of reliable and up-to-date backup copies, allowing sufficient time to deal with potential technical failures, and the retention of printed draft copies.

Besides, reporting for 6 subjects, the School shall also report every semester on Theory of Knowledge wherein the grade shall be generated based on journal entries produced by the students in the semester.

The grading criteria shall be:

- Originality
- Quality of Analysis – Identification and evaluation of KQ's
- Relevance to TOK

The grading scale followed for TOK shall be that of the IB (A to E).

The school also shall report to parents on the students' CAS Program, /her achievement of learning outcomes. The student's CAS Handbook shall be evaluated every term by the CAS Coordinator for the same.

### **MODERATION**

#### **AIM**

- Allows us to make consistent, reliable, and valid decisions across different points in time.
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

### **MODERATION PROCESS**

- Moderation of assessment pieces should occur before the first reporting period to ensure that consistent grades are awarded by all members of the department.
- Moderation should occur at least once a semester, per program per subject.
- At least two teachers within the department/Group should be involved in the moderation process
- For IBDP IA moderation, all the teachers involved must participate in the process.
- EE standardization should occur, within departments, where possible.
- TOK standardization should occur, within all TOK teachers, where possible.

### **MODERATION FEEDBACK**

- For the majority of tasks, students can expect feedback within one week of submission.
- Oral feedback focussing on the rubrics will lead the class discussion when the work is returned to students.
- Feedback to parents must occur if individual student grades are at a level that would most likely contribute to an overall grade of 2 or less for the reporting session. Parents get comprehensive feedback during Parent-teacher conferences.
- On-going assessments are aimed at providing information to guide teaching and improve student performance.

### **PREDICTED GRADES FOR IBDP STUDENTS**

Before the respective board final Examinations, the Predicted Grades of the students have been required by the IBO. These are to be submitted by the respective subject teachers after moderation and discussion within the departments; to the DP Coordinator by the first week of March. The Predicted grades for DP 2 students for University Application are required to be released by the first week of November. The predicted grade should, as far as possible, be an accurate representation of students' final grades. The confidentiality of the same should be maintained by all concerned.

### **THE PREDICTED GRADE PROCEDURE AND PRACTICES**

The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades are also required for the theory of knowledge and the extended essay. Each prediction must be made as accurately as possible, without under-predicting or over-predicting the grade. The IB takes measures to work with schools that consistently under- or over-predict student grades.

## PRINCIPLES OF PREDICTED GRADES

- **Aspirational but achievable** – Stretching predicted grades are motivational for students, unattainable predicted grades are not
- **Determined by professional judgment** – Your expertise and experience are vital in informing predictions
- **Data-driven** -You should look at the students’ performance over the year giving more weightage to internal examinations to inform your predictions

## METHODOLOGY

- From interim PG to final PG
- PG is decided subject wise
- The internal summative assessments/ examinations which cover possibly all assessment components of the subject are better indicators of the interim PG during the passage of the two years.
- In each subject we take each component and its weightage; then consider the grade boundary to arrive at the possible PG.
- Nevertheless, professional judgment may need to be applied taking in other external factors which may have favourably or unfavourably impacted the PG and hence may not be the correct PG even though its calculation has been done keeping points 1-3 in mind eg. student’s illness, etc and teacher’s judgment on the student’s ability to perform in the final IB examinations.
- Generally speaking, towards the end of the 2 years, when subject courses are completed, the professional judgment of the teacher would be better at arriving at the final PG
- The mock examinations and the assessed IA would be given a clearer indicator of the final PG, keeping other factors to be constant
- Periodic meetings take place with the DP teachers for discussion on PG

## CONCLUSION

The predictions are thus based on: student performance in the exams (where appropriate), students’ work during year 12, and your knowledge of your students. Be ‘positive’ in your prediction whilst retaining realistic accuracy. That is, we will try to predict the best grade that we can within the parameters of feasible accuracy.

# NISV ASSESSMENT POLICY

**Language Acquisition B (Group 2)**

**Spanish B / French B / English B / German B**

	SL	HL
Paper 1 (Write)	25%	25%
Paper 2 (Read & Listen)	50%	50%
IA Oral Assessment	25%	25%
<b>Ab Initio</b>		
Paper 1 (Write)	25%	
Paper 2 (Read & Listen)	50%	
IA Oral Assessment	25%	

**Studies in Language and Literature A (Group 1)**

**English / Mandarin L+L**

	SL	HL
Paper 1 (Analysis)	35%	35%
Paper 2 (Essay)	35%	25%
IA Essay		20%
IA Individual Oral	30%	20%
<b>English Literature</b>		
Paper 1 (Analysis)	35%	35%
Paper 2 (Essay)	35%	25%
IA Essay		20%
IA Individual Oral	30%	20%

**Individuals & Societies (Group 3)**

	SL	HL
<b>History</b>		
Paper 1	30%	20%
Paper 2	45%	25%
Paper 3 (Option)	-	35%
IA Essay	25%	20%
<b>Psychology</b>		
Paper 1	50%	40%
Paper 2	25%	20%
Paper 3 (Option)	-	20%
IA Experimental Study	25%	20%
<b>ITGS</b>		
Paper 1	50%	30%
Paper 2	30%	30%
Paper 3 (Case Study)	-	20%
IA Major Project	20%	20%
<b>Economics</b>		
Paper 1	30%	20%
Paper 2	40%	30%
Paper 3 (Policy)	-	30%
IA Commentaries	30%	20%
<b>Geography</b>		
Paper 1	35%	35%
Paper 2	40%	25%
Paper 3	-	20%
IA Fieldwork	25%	20%
<b>Business and Man</b>		
Paper 1	30%	35%
Paper 2	45%	40%
IA Written Commentary	25%	-
IA Research Project	-	25%

**Sciences (Group 4)**

	SL	HL
<b>Biology</b>		
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Lab & G4	20%	20%
<b>Chemistry</b>		
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Lab & G4	20%	20%
<b>Physics</b>		
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Lab & G4	20%	20%
<b>DT</b>		
Paper 1	30%	20%
Paper 2	30%	20%
Paper 3	-	20%
IA Project & G4	40%	40%
<b>SEHS</b>		
Paper 1	20%	20%
Paper 2	35%	35%
Paper 3	25%	25%
IA Lab & G4	20%	20%
<b>CS</b>		
Paper 1	45%	40%
Paper 2	25%	20%
Paper 3	-	20%
IA Project & G4	30%	25%
<b>Interdisciplinary with Group 3</b>		
<b>ES &amp; S</b>	<b>SL ONL</b>	
Paper 1 (Case St)	25%	
Paper 2 (Short)	50%	
IA Project & G4	25%	

**Arts & Electives (Group 6)**

	SL	HL
<b>Visual Arts</b>		
IA Comparative Study	20%	20%
IA Process Portfolio	40%	40%
IA Exhibition	40%	40%
<b>Theatre</b>		
IA Solo Theatre Performance	-	35%
IA Directors Notebook	35%	20%
IA Research Presentation	30%	20%
IA Collaborative Project	35%	25%
<b>Music</b>		
Paper 1 (Listening)	50%	50%
IA Solo, Creating, Group	50%	-
IA Creating, Solo	-	50%
<b>Film</b>		
IA Textual Analysis	30%	20%
IA Comparative Study	30%	20%
IA Film Portfolio	40%	25%
IA Collaborative Film Project	-	35%
<b>Dance</b>		
IA Comp and Analysis	40%	35%
IA Investigation	20%	25%
IA Performance	40%	40%

**Mathematics (Group 5)**

**Analysis and Approaches (Prove it)**

	SL	HL
<b>MAA</b>		
Paper 1 (no calc)	40%	30%
Paper 2 (calc)	40%	30%
Paper 3	-	20%
IA Exploration	20%	20%
<b>Applications and Interpretations (Use it)</b>		
<b>MAI</b>		
Paper 1 (calc)	40%	30%
Paper 2 (calc)	40%	30%
Paper 3 (calc)	-	20%
IA Exploration	20%	20%



**IBDP ASSESSMENTS @ DCSG**

All subjects are graded on a scale of 1-7. Coursework in Italics.

<https://dcs.fireflycloud.asia/ibdp-overview-for-new-students/the-ib-diploma-at-dcs-1>

## CONNECTIONS

### ACADEMIC INTEGRITY

As a school community, we promote academic honesty positively and practically across our school and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work and sources of information. At all times students must refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic honesty, he or she will inform the DPC. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the DPC will determine whether or not the case is one of academic dishonesty or an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

The school encourages the school community to be:

- Inquirers- who enquire, research, and analyses along with the principles of information literacy.
- Knowledgeable- who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge.
- Principled- who act with honesty and integrity, taking responsibility for their actions and practicing accountability.
- Open-minded- who adapts to learning practices.
- Risk-takers- who pursue and explore their areas of interest in the school environment.
- Communicator-who articulate their ideas with concision, cohesion, and coherence.
- Reflective- who allow for careful consideration while evaluating their learning experience.
- Balanced- who integrates understand the importance of intellectual, physical, and emotional balance
- Caring- who show compassion, empathy, and respect for each other and the environment
- Thinker-who have a critical and creative approach to learning complexities to acquire a set of well-defined life skills.

**Therefore, the school is committed to grooming the attitude of the students towards-**

1-Academic honesty

2-Authenticity

3-Collaboration, cooperation, and creativity

4-Copyright

5-Intellectual property

6-Malpractice

7-Plagiarism

8-Collusion

All students are instructed on the conventions of academic honesty and encouraged to demonstrate ethical behaviour and model digital citizenship in their studies. Students have a responsibility to adhere to NISV guidelines and act with integrity and honesty with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.

Students take responsibility for their actions and the accompanying consequences.

All IBMYP and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service

According to the IBO, for most assessment components, candidates are expected to work independently with support from their subject teacher (or supervisor in the case of the extended essay). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

- The final work must be produced independently, even though it may be based on similar data.
- The abstract, introduction, content, and conclusion or summary of a piece of work must be written in each candidate's own words and cannot, therefore, be the same as another candidate. (If, for example, two or more candidates have the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).

### **SPECIAL EDUCATIONAL NEEDS/ INCLUSIVE EDUCATION POLICY**

The school counsellor will inform teachers of the level of support for the students in their class and the type of support that can be offered concerning the needs of students. Where accommodations are

needed, they will be assigned from or organized by the inclusion team. The counsellor will be involved in the planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-program assessment. The process of IGCSE/MYP/IBDP for inclusive assessments arrangements will be followed after securing the accommodations granted by the IB and Cambridge. Refer to the NISV SEN Policy for further details.

### **Responsibilities of the Coordinator**

- The coordinator ensures that the needs and requirements of the student with special education needs, are met well by the counsellor and the subject tutors
- The coordinator will apply to the IB for special consideration to accommodate the student in assessment and examination circumstances
- The coordinator will provide the requisite ‘accommodations’ for examinations, as needed and approved by the IB
- The coordinator will maintain discretion and confidentiality in providing special education needs/services

### **Responsibilities of the Faculty**

- The tutor will identify struggling learners and will refer the student to the counsellor or coordinator as needed.
- The tutor will implement the appropriate interventions as outlined by the counsellor.
- The tutor will maintain accurate records of students’ progress.
- The tutor, with the assistance of the expert, will become familiar with the special needs of the concerned student.
- The tutor will maintain discretion and confidentiality in providing special education needs/services.

### **Responsibilities of the Parent**

The parent will:

- Play an active role in their child’s education
- Communicate relevant information and documents regarding their child’s special education needs
- Communicate any perceptible change in their child’s special education needs to the school
- Request for child studies and services, as required, in a proactive manner

- Provide relevant documents needed for IBO accommodation requests
- Bear expenses for any services from the external experts

### **Students facing learning challenges**

- Tutors observe the academic/behavioural/ emotional difficulties of the student and report the same to the counsellor.
- The counsellor identifies any concerns and conducts the standardized tests.
- After the analysis of the test, parents are informed and guided for further consultation, if required.
- Once a special education need is identified, the coordinator, teachers, and the counsellor formulate a plan of differentiated learning and engagement of the student. If the need is, the help of a special educator will be sought.
- A plan is designed for differentiated learning and engagement of the student, with the use of multi-sensorial tasks.
- Students will be encouraged for active corporeal involvement to facilitate learning
- Regular feedback and monitoring of the student help the counsellor to take any further action if required Students facing behavioural challenges.
- Our unique pedagogy engages children with behavioural issues by involving them corporeally in the learning task.
- Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class.

### **Screening tests used at NISV**

- Counsellor is trained to administer the following tests-
- Behavioural checklist for screening the learning disabled
- Diagnostic test of Learning Disability
- Draw a Man test
- Cognitive Capabilities test for a transition period
- Emotional Intelligence test
- Adjustment Inventory for Students (AISS)
- ADHD School Observation Code Kit (ADHD-SOC)
- Five-Factor Personality Inventory
- Rosenberg Self-Esteem Scale (RSES)
- Aptitude Testing (By External Agency)



### **SPECIAL EXAMINATION PROVISIONS**

The International Baccalaureate Organisation (IB) has established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to IBO, however, must be submitted **eighteen months** before the respective IB Examinations. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible. IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from IB DP Coordinator.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma, or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper. Once IBO has granted a special provision, the school will also endeavour to make the same provision during its Examinations.

### **Students affected by temporary circumstances**

If a student is affected by a temporary circumstance such as illness, accident, or similar adverse circumstances during the program and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

### **LANGUAGE POLICY**

At NISV, assessment of language learning is an ongoing process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. Student language level and ability are acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening, or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used.

## NISV ASSESSMENT 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

NISV aims to

- Enable achievement of language proficiency in the English language through the spoken and written word
- Provide scaffolding through the use of mother tongue where necessary
- Develop aural comprehension and complementary language skills
- Encourage use of English language in a variety of contexts and academic co-curricular activities
- Groom higher-order thinking skills in the English language for approaches to interdisciplinary teaching and learning
- Inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to mould global citizens
- Nurture understanding of command terms and subject-specific terminology
- Emphasize English as means of communication to support effective student-teacher interaction and peer dynamics to develop cognitive academic language proficiency

### **ADMISSIONS POLICY**

1. In the admission process the school shall consider each applicant individually. To enter the IB program, applicants are expected to have a high proficiency in English and a sound foundation in Math. Personal qualities that demonstrate a willingness to work dedicatedly with schoolwork are a requisite characteristic. To evaluate this, applicants and parents are asked to write a short personal statement separately and enclose it with the application form.
2. One teacher recommendation that addresses student behaviour, attendance, motivation, and self-discipline.
3. School transcripts
4. Interview (external students):

All applicants will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider the applicant's potential to succeed in their subjects.

### **Assessment Policy Review and Communication Process**

- The Assessment policy is reviewed every 3 years, or when there are changes in the IB policy/stipulations or as and when required.
- A member of the Governing body, the principal, a member of the Parents Association, Senior student Representatives, Coordinators, and Heads of the Department review and then revise the assessment policy. The Heads of departments in turn take it to their respective departments for discussion and feedback.
- The revised school assessment policy (which is in line with the IB guidelines) is approved and finalized by the Senior leadership team and then distributed to the NISV community.

## **STEERING COMMITTEE**

The committee comprises of Member- Board of Trustees, Head of School, Parent Representative, Senior Student Representative, Programme Coordinators, HODs, Counsellors and Librarian.

## **REVIEW DATES**

<b>Last Review Date</b>	<b>January 2021</b>
<b>Next Review Date</b>	<b>January 2024</b>

**The policy will be reviewed every 3 years led by the Steering committee.**

**The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO requirements.**

## **References-**

The following documents were consulted while writing this assessment policy:

1. Making the PYP happen: A curriculum framework for international primary education- IB 2007
2. MYP- From Principles to Practice- IB 2014
3. The MYP program- Handbook of procedures 2014
4. The Diploma program- Handbook of procedures 2013
5. NISV SEN Policy
6. NISV Academic Honesty Policy
7. Poddar School Assessment Policy
8. IB General regulations: Diploma Programme standards and practices
9. Diploma program assessments Principles and practice
10. Guidelines for developing a school assessment policy in the Diploma Programme 2010
11. DYP School Policy



The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential