



## THE INDIAN PUBLIC SCHOOL, CHENNAI ASSESSMENT POLICY



### Introduction

The Indian Public School's assessment policy is aligned with the principles of the IB assessment philosophy. Teaching, learning and assessment of that learning are fundamentally interdependent.

At TIPS, we believe assessment should be integrated into all aspects of the learning cycle. It should be continuous and fair so as to provide information about student performance in terms of both strengths and challenges. Assessment should also provide information on the efficacy of the program.

**The Assessment policy is prepared with the collaborative effort of all the stakeholders (Pedagogical leadership, Faculty, Students and Parents) and is based on the IB guidelines for the same. Inputs from all were gathered to define the timelines and the working of the assessments.**

### The Assessment Philosophy

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching and learning. Assessment is used to determine students' progress and fitness to education, and has a primary role as an instrument of learning and for providing feedback about the quality of curriculum, learning and teaching. It provides students with a rich learning resource and information about their progress so far and henceforth.

The staff of The Indian Public School, Chennai is committed to ensuring that the students are continually assessed for their learning, and parents are informed of their progress in all curriculum areas and that learning is a partnership between students, parents and teachers. Through commitment and determination, The Indian Public School, Chennai aims to:

- Develop independent, effective learners who enjoy school

- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Bring about optimum achievement in every child
- Become a school of excellence

### **Basic Principle**

Effective learning occurs if pupils are clear about what they know, understand and can do at the start of a unit of work and what they will know, understand and be able to do when they have completed the work. An important feature of setting targets relating to academic progress is not only to focus on a specific aspect of learning but also to describe the criteria for the overall development of the child. Our assessment procedures provide the framework within which teachers can effectively use assessment for learning.

### **PURPOSE OF ASSESSMENT**

Assessment is a complex, multi-faceted system, but has the primary purpose of motivating, directing and enhancing student learning. Depending on the circumstances, assessment also serves other purposes including:

- Helping to ensure that educational standards for internal and external requirements are appropriate and maintained;
- Determining whether course objectives have been achieved;
- Ensuring that the program requirements have been completed;
- Grades given to students are consistent, clear and fully understood;
- To provide ongoing feedback that can be used by instructors to improve their teaching
- Identifying high achievers against pre-set standards
- Identifying students in need of additional support

### **HOW TO ASSESS**

The Indian Public School assesses students' learning in a continuous process which includes the four dimensions of assessment:

- Monitoring Learning
- Documenting Learning
- Measuring Learning
- Reporting on Learning

## **I MONITORING LEARNING**

Monitoring helps to check the progress of learning against personal learning goals and success criteria. Assessment is conducted in two forms.

### **Summative Assessment**

The main purpose of Summative assessment is to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.

This is carried out at intervals throughout the year. An important aspect of assessment for learning is the use of summative data. Analysis of summative data informs planning, staff, deployment of staff and intervention programs. Mock exams for all subjects as per IB pattern will be part of summative assessment.

### **Formative assessment**

This is a continuous process that is carried out on a day-to-day basis and informs teaching and learning. It is based on the learning outcome. These outcomes are shared with class / group at the beginning of each inquiry. To be fully effective, assessment practices across programs should require students to:

- Demonstrate an understanding of ideas, theories and perspectives that are central to the relevant academic or professional discipline;
- Use methods of inquiry, research, communication and discourse that are characteristic of the relevant academic or professional discipline;
- Integrate knowledge and skills across subject boundaries;
- Investigate the problematic nature of knowledge;
- Organize information and synthesize ideas;
- Consider alternative points of view;

- Connect their primary learning to issues beyond the disciplines and address audiences beyond the school
- Reflect on their developing knowledge, skills and attitudes;
- Communicate in a variety of ways; work autonomously and collaboratively; and acknowledge and value non-dominant cultural knowledge.
- Identify their strengths and weaknesses and target areas that need to be worked on.
- Be responsible of their own learning.

## **II DOCUMENTING LEARNING**

Documenting is the process to compile the evidence of learning,

- The documenting process of the assessment is continuous
- Documentation will identify a successful link between planning and learning outcomes.
- Individual records are developed through entries made in the individual assessment records (MSEXCEL), teacher's personal mark books (Anecdotes) and assessment folders (Student Portfolio, Reflections) as per the program requirement.
- Teachers' assessment folders will include relevant formatted documents.
- Levels for each subject are recorded each term on the computer with predictions of levels made in those subjects for the end of that academic year.
- Samples of individual child's work that represent comprehension and are maintained as portfolios throughout the learning process if required by the program.
- Students reflect their learning through self-assessment which is included in the report cards/portfolios.

## **REPORTING**

The semester report informs parents of their child's progress in all areas against set criteria as designed for the assessment by IB towards internal and external assessments. Assessment rubrics indicate clearly whether children are working at, above or below the standards and also includes targets for improvement. Parents are given the opportunity to discuss these reports with the coordinator if they wish to do so.

The Report Card also exhibits the development of trans-disciplinary/ disciplinary skills and the IB learner profiles during the academic year. The same is shared with the parents during the Parent-Student-Teacher Meetings.

## **RIGHTS AND RESPONSIBILITIES OF THE ASSESSMENT LEADER**

The Head of School/ Coordinator is responsible for:

- Monitors communication on assessments
- Supports teachers through collaborative planning and reflection on developing consistent assessment practices
- Updating the Assessment Policy collaboratively with all stakeholders
- Development and implementation of the Assessment Plan
- Informs parents about the various methods and platforms for feedback
- Liaison with grade/ subject teachers which may include moderating meeting

Development of portfolios, organization of assessment calendar, maintenance of resource banks to support assessment as per the program requirement

## **RIGHTS AND RESPONSIBILITIES OF TEACHERS**

- Co-plan success criteria with the students
- Give effective feedback (including strategies to improve) and communicate learning progress
- Assess the effectiveness of the learning environment on the student's learning
- Evaluate students' needs prior to the assessment
- Guide students on appropriate assessment practices and behaviours
- Plan multiple opportunities for success and use differentiated assessments (portfolio, performance, written, oral etc.)
- Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices,

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etc., as needed by the student

- Communicate assessment inclusive access arrangements early, thoroughly and clearly
- Communicate about whether the feedback is formal or informal and reflection for further action
- Standardize grade level communication on assessments
- Recording and Reporting of the assessment

### **RIGHTS AND RESPONSIBILITIES OF STUDENTS**

- Partner with teachers to design their learning goals and success criteria
- Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
- Prepare and behave appropriately in assessment situations
- Demonstrate academic integrity
- Are assessed with a consideration to their individual learning profile, cultural and linguistic background

### **RIGHTS AND RESPONSIBILITIES OF PARENT**

- Ensure they are informed about the nature of assessment
- Know when and how students are to expect the assessment
- Provide opportunities to support and celebrate student learning. Know the method of effective feedback.
- Receive evidence of student learning and development.
- Develop an understanding of students' progress.

### **TIPS IB PYP ASSESSMENT PRACTICES AND PROCEDURES:**

#### ***GENERAL FEATURES:***

All the Assessment in the PYP relates to the formative and criterion-based assessment, where the student is assessed on the basis of the criterion and not on the basis of content. The formative assessments play a major role and each teacher uses variety of strategies for the assessment purpose at different timeline. Prior assessment, formative assessments

and summative tasks ensure the learning outcomes for each unit.

***Some forms of prior-knowledge assessments are:***

- Brainstorming
- Concept mapping
- Knowledge Maps
- Mind Maps
- KWHL Charts
- Think Pair Share
- Rocket Writing
- People Bingo and others as per the need of the lines of Inquiry

***Some forms of the Ongoing Inquiry Assessment are:***

- Going on visits/trips
- Interviewing
  - Experimenting
  - Asking an Expert
- Doing surveys
- Looking at pictures and objects
- CD ROMs, internet, film, video, DVD
- Letter writing / Emails – to ask organizations or individuals for information
- Newspapers and magazines
- Paintings, photographs, drawings, visual images
- Picture books and novels
- Phone calls and others as per the need of the lines of Inquiry.

***Some forms of the Inquiry Summative Assessments are:***

- Puppet shows
- Models

- Booklets
- Concept maps
- Crossword puzzles
- De Bono's 6 thinking hats
- PMI
- Advertising campaigns
- Exhibition
- Letter writing
- ***Time Capsules and others as per the need of the Central Idea.***

### **Assessment during PYP Exhibition:**

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the IB learner profile that have been developed throughout their engagement with the PYP. The PYP Exhibition process will be assessed by teacher and mentor assessment, self- assessment and peer assessment through different strategies. The assessment of the PYP exhibition involved on-going, formative assessment and, a summative assessment. Students undertake self-assessment on how they use IB learner profile attributes. The assessment criteria used for assessment and the final exhibition, is explained to the students.

### ***TIPS CLSP and IGCSE ASSESSMENTS PRACTICES AND PROCEDURES***

#### ***GENERAL FEATURES:***

All assessment in CLSP and IGCSE is based on bridging the gap between PYP and DP models. The school follows IGCSE curriculum in Grade 9 and 10 and assessment is designed to cater to the need of the program and create a balance between Trans disciplinary to Disciplinary approach to learning in the PYP and DP respectively. The School uses an Interdisciplinary approach to learning and provides opportunities to

learn the same way in day-to-day routines directly relating to the criteria and skills required for final assessment. The Cambridge program has criteria based Formative and Summative Assessment practices. Recording and reporting of the practice happens on the Assess 360 pattern, indigenously designed and adopted by TIPS group, to ensure overall growth and learning process.

Formative Assessments are conducted throughout the year for a continuous assessment of student progress. The FAs are designed to assess the conceptual understanding and effectiveness of teaching and learning.

### **FA/ SA Types:**

- Objective type-written task
  - Quizzes
  - Assignment
- Case study
- Project
- PPT presentation
- Reviews (field trips /expert talk)
- On-line tests, simulation
- Visual presentation
- Journal
- Model
- Panel discussion
- Booklets
- Research
- Oral Presentations

### **Unit or Chapter assessments:**

At the end of each chapter or Unit students are assessed for the content through a structured content-based written task. Records of the assessment scores are constantly updated in assess

360. Records of both FAs and UAs are maintained for an aggregate to account for semester report cards. At the end of each unit assessment students' academic progress is reflected through a color-coding descriptor evident for students and parents, during PTMs.

#### Semester Exam:

At the end of each semester a written assessment is conducted to assess the concepts covered during that semester. An aggregate of the continuous Formative assessments and the semester scores accounts for the report card grades. The report card also reflects the continuous assessment marks through various criterion.

#### Assess 360:

Assess 360 is a grade qualification plan unique to TIPS. As per this plan, it is mandatory for the students to achieve a certain overall level to qualify for promotion to the next higher grade. The following are the components / criteria of Assess 360 plan.

#### Components & Weightage:

1. Character -20 Points
2. Attendance / Punctuality -10 Points
3. Formative Project- 15 Points
4. SLC Teacher Assessment- 10 Points
5. SLC Parent Assessment -05 Points
6. Formative Assessment- 20 Points
7. Term Assessment -20 Points

The Child has to secure 75 points to be eligible for next grade. In case of a child not securing the required points, various extra opportunities would be provided for gaining extra points. For example: Extra Home work in each/ any subject, Community involvement and /or help.

## TIPS IB DIPLOMA ASSESSMENT PRACTICES AND PROCEDURES

### GENERAL FEATURES

- All assessments in Diploma Programme subjects relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques are used that reflect the international breadth of the IBO. The same assessment methodology applies to related subjects but any substantial difference in the nature of higher level and standard level in a subject is mirrored in their respective assessment models.
- Diploma Programme assessment and grading procedures ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgements are based on evidence and are not subject to any form of bias.
- **Students in need of inclusive education are supported as per TIPS inclusion policy and guidelines provided by IB in Diploma programme Assessment procedures.**
- Requests for Authorization for inclusive access arrangements is done if a candidate has been identified with special needs which includes Extra Writing Time 25%, Use of Scribe if applicable
- All courses normally have either three or four separate assessment components. Where appropriate, these components will include internal (school based) assessment as well as external assessment. The balance between internal and external assessment is such as to ensure that all the objectives of the course are adequately and appropriately assessed.
- The marking of teachers and examiners is moderated by the DPC. Moderation will be based on assessment criteria identical to the original marking. Internal assessment primarily addresses those skills and areas of understanding that are mostly addressed in external examination papers.
- Internal assessment is not used as a tool for monitoring syllabus coverage, but is focused on assessing student learning of particular skills. Where necessary, breadth of syllabus

coverage is assessed within external examinations. Internal assessment tasks do not duplicate the kind of work that is carried out for extended essays in the same subject.

- Wherever possible, internal assessment tasks become an integral part of normal classroom teaching for that subject. They are not “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.
- Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (for example portfolio of work in group 6) allowance is made for student improvement over this period. Thus the final internal assessment mark reflects a student’s best level of performance during the course and not merely an average of performance over the whole course.
- The quantity of internally assessed work specified for a course is no more than the minimum needed to satisfy its aims. Defined word limits are given where possible for internally assessed tasks. The maximum word limit is no more than what is necessary to complete the task.
- In addition to the IB specific internal and the external assessments, there shall be regular formative (ongoing) assessments carried out throughout the DP programme. These assessments form a basis for obtaining periodic detailed feedback to be used by the teachers and their students to know about the strengths and weaknesses of the students and to develop their capabilities. For this purpose, the level of challenge of formative assessments are set as appropriate to the current learning of the students and may be subject to adjustments as the student’s progress in the course.

(International Baccalaureate Organization–Diploma Programme assessment)

### **THE VARIOUS TYPES OF FORMATIVE ASSESSMENTS ARE AS FOLLOWS:**

- Debates
- Seminars
- Written report
- Lab reports
- Project work\*
- Group discussion

- Portfolios\*
- Chart making
- Class quiz

Mind Maps

\*Specifically for group 6.

## TIPS IB DIPLOMA ASSESSMENTS SCHEMATICS

(a) SCHOOL BASED ASSESSMENTS: These assessments are regular assessment opportunities to build the skill required by the respective subject area. Also, the school-based assessment-both formative and summative would be subject specific criteria-based assessment to cover practice for the same in IAs and External IB Exams.

Assessment	Weightage of assessment	Description
Ongoing formative assessment (for each of the six subjects)	20%	<ul style="list-style-type: none"> <li>• At least 4 formative criterion-based assessment tasks per semester, of the type stated earlier.</li> <li>• The best 2 formative assessments over the time period, shall be taken for consideration</li> </ul>
Preparatory test (mid - semester) (for each of the six subjects)	20%	This is mid semester preparatory test focusing on the topics covered during the semester as on that date. The testing would be based on the IBDP assessment pattern for each specific subject criteria.
Semester exam (for each of the six subjects)	60%	The semester exam is based on the contents covered until that point of time and shall be based on IB pattern questions

Final grade for the semester (for each of the six subjects)	The final grade for the semester shall be on a 7-point scale and shall be based on the weighted cumulative of all assessments as above and the grade boundaries set before the exam
TOK	At the end of each semester, a descriptive remark along with a grade on a scale of A to E shall be awarded based on the activities conducted during the semester

CAS	At the end of each semester, a descriptive remark shall be made by the CAS coordinator regarding the involvement of the student in the CAS activities.
Periodic reporting	On completion of each of the formative assessments and the periodic exams, the grade/marks achieved shall be communicated by e-mail or zoom platform. In addition, there shall be pre-scheduled meetings of parents with the teachers (at least twice in a semester) to provide feedback to the parents about the students' learning experiences and discuss remedial actions.

There shall be two mock exams from the month of August.

First semester to third semester recording and reporting for Parents:

Mock exams in the final semester

## **b) IB ASSESSMENTS**

### **Internal Assessments**

Apart from the school-based assessments, the students shall be engaged in internal assessment tasks as a part of the mandatory requirements of the DP programme as per a school-internal schedule. These assessments shall be assessed internally by the subject teachers and externally moderated by the examiners.

## **External assessments**

(a) Some components of external assessment such as written tasks, TOK essay and Extended essay shall be completed during the course and sent to external examiners for evaluation.

(b) The final exams are held in November each year and are assessed by the external examiners.

## **RECORDING AND ANALYSIS OF ASSESSMENT DATA**

- The results of all forms of assessments shall be tabulated within two weeks from the day of the assessment
- Analysis of the results of all the assessments are done by facilitators along with DPC keeping in mind the grade boundaries for each subject.
- Analysis comprises of:
  - List of students absent/missed the assessment
  - Statistical information such as mean marks, highest/lowest marks, distribution of marks, standard deviation, etc.
  - Student-wise/subject-wise performance trend over a semester/academic year.
  - Within each subject specific-question item analysis
- The result of the analysis shall be passed to the academic team - Head of school, IBDP coordinator, subject teachers) who shall discuss the same at the results discussion meetings. The outcome of these meetings shall form the basis for future planning of teaching and learning process

## **PREDICTED GRADES**

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 teacher's knowledge of the IB standards. Teachers are required to submit predicted grades to the IB Diploma program coordinator as per the school's internal DP calendar. These predicted grades are used by the students for college applications.

The mock exam performance of the students in the month of September each year shall form the basis for the award of the predicted grades. However, the predicted grades are not simply a duplication of the mock exam grades but rather a systematic forecast of the student's performance in the final exam. The predicted grades of the IB students shall remain confidential unless demanded by students for the purpose of college application. If shared with the students, the students shall sign an undertaking ensuring ethical and appropriate use of the predicted grade.

### **DECLARATION OF FINAL IB RESULTS**

The results of the final exam shall be declared in early January each year. The hard copies of the IB transcripts, IB Diploma/Certificates, India Specific Mark list, migration certificates shall be couriered to the students on receipt of the documents from the IBO. The parents/ student may visit the school and receive the same personally after all the formalities are over.

### **IB GRADING SCALE**

The final IB scores for each subject are graded on a 7-point scale, as follows:

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very Poor performance

Description of each grade point is available with the report card.

### **IB DIPLOMA PASSING REGULATIONS (Sourced from IB documents 2014, DP Assessment Procedures 2023)**

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and in the Extended Essay. The maximum possible score is thus 45 points. To qualify for the award of the IB Diploma, a candidate is required to satisfy a set of conditions.

Reviewed : November 2023 and annually thereafter

**The minimum threshold for the award of the diploma is 24 points.**

**If a candidate scores less than 24 points, the diploma is not awarded.**

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

#### GRADE TRANSCRIPTS

- On declaration of the results of the IB final exams, the IB releases the grade transcripts and the IB Diploma/Certificates. These shall be immediately dispatched to the students for their use in applying/submission to colleges/universities.
- On request from the students, the school may also arrange for India specific mark sheets (with percentage marks for each subject) for the IB final exams. These mark sheets are to be used for applying to Indian colleges/universities
- The school would also generate school specific transcripts comprising of the results of all semesters and the IB final exam. These transcripts shall be issued only on request.

Prior to the declaration of the results of the IB final exam or before the IB final exam, the school may issue a transcript of predicted grades on request from the students for the purpose of applying to undergraduate programmes. The transcripts of predicted grades would be a

confidential document and in most cases shall be sent directly to the colleges/universities. On special request from the students, these may be disclosed to the students for the purpose of filling online applications and for such cases, the student is expected to sign an undertaking assuring the ethical and appropriate use of the predicted grades.

### **References and Acknowledgement**

- 1 International Baccalaureate Organization. Diploma Programme Assessment -Procedure. Cardiff: International Baccalaureate Organization 2023.
- 2 A Handbook for Procedures for Diploma Program: IB Publication.
- 3 The Indian Public School, Coimbatore Assessment Policy.
- 4 The Indian Public School, Coimbatore: Application Kit.
- 5 Kodai International School, Kodaikanal: Assessment Policy.
- 6 Class room connections, Kath Murdoch.
- 7 Making the PYP happen
- 8 IB Standards & Practices