



# **ASSESSMENT POLICY**

## Content:

- I. Mission statement
- II. IB Learner Profile
- III. Cambridge Learner Attributes
- IV. School Philosophy and Assessment Philosophy
- V. Essential Agreements
- VI. What is Assessment?
- VII. Purpose of Assessment
- VIII. Assessment Aims
- IX. Assessment Principles and Practices
- X. Assessment in Primary Year Programme
- XI. Assessment Tools
- XII. Assessment in Middle School, IGCSE and A Levels
- XIII. Assessment in IBDP
- XIV. Evaluation and Review of Assessment Policy
- XV. Bibliography
- XVI. Annexure

### **I. 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.

(From IB Website)

### **Amity Global School, Noida Mission statement:**

Our mission is to nurture young minds through a sound educational programme which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his or her academics, social and sporting skills, thereby developing into a well-balanced personality.

### **Amity Global School, Noida Vision statement:**

To inspire and enable every individual to flourish and have an innovative and deep learning experience.

## II. IB Learner Profile:

**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.

**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.

**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.

**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.

At Amity Global School, Noida, Assessment is not about mere academic progression of the student. It is focused towards all-round growth of the student, ensuring that they imbibe the attributes that incorporate the IB skill set.

### III. Cambridge Learner Attributes:

**Confident** in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others

**Responsible** for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community

**Reflective** as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

**Innovative** and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

**Engaged** intellectually and socially, ready to make a difference. Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

### IV. Philosophy

Amity Global School Noida believes assessment should be cohesive into all aspects of the learning and

- Be continuous and should provide fair information about student performance in terms of strengths and weaknesses.
- Should also provide information on the efficacy of the programme.
- Should focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student.
- Should be holistic and analytical.
- Should deploy a range of assessment strategies and tools.
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements
- Should give due credit to effort, hard work, intrinsic motivation and varied learning levels.

The purpose of our assessment policy is to:

- Assess the student's progress in the learning process.
- Produce feedback for students, parents and external institutions
- Inform in terms of curriculum achievement and review
- Give a road map for future changes and adaptations

We at AGSN understand that effective assessments are

- Authentic
- Varied
- Developmental
- Collaborative
- Interactive
- Feedback to feed forward

### **Assessment Philosophy**

It encompasses all areas which further lead to growth and development of the student. It not only provides feedback on the academic forefront but further augments their personal and emotional involvement. Through this process parents, students and the school community are able to understand the purpose, nature and different strategies adopted by the school to ensure an active teaching and learning environment. Hence this policy is an integral part of the school policies.

## V. Essential Agreements on Assessment Policy

A focused group will be responsible for brainstorming, writing and reviewing the Assessment policy but all the teachers will be invited to give their inputs after the first draft and during review.

- The assessment policy will be a working document for the staff & administrators to connect to the vision & the practices of assessment at the school and the requirements of the concerned section.
- Though the policy will be reviewed at the end of two academic year, it is open for new ideas/modifications through programme coordinators /pedagogical leaders. Any amendments if required, will be added as and when required.
- Any modifications made in the policy will have the consensus of all and shared with all stakeholders.
- Assessment will be an integral part of the planning, teaching & learning and focus on gathering as well as analyzing information to further facilitate teaching & learning.
- The current policy could also be revisited & reviewed post authorization as per recommendations received (If any)

Amity Global School Noida believes assessment should be cohesive into all aspects of the learning. Assessments should be

- Continuous and should provide fair information about student performance in terms of strengths and progress over time.
- Should also provide information on the efficacy of the programme.
- Should focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student.
- Should be holistic and analytical.
- Should deploy a range of assessment strategies and tools.
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements
- Should give due credit to effort, hard work, intrinsic motivation and varied learning levels.

## VI. What is Assessment:

Amity Global School Noida believes assessment should be cohesive into all aspects of the learning.

Assessments should be

- Continuous and should provide fair information about student performance in terms of strengths and progress over time.
- Should also provide information on the efficacy of the programme.
- Should focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student.
- Should be holistic and analytical.
- Should deploy a range of assessment strategies and tools.
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements
- Should give due credit to effort, hard work, intrinsic motivation and varied learning levels.

## VII. Purpose of Assessment

“Assessment—a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and marked by the student’s teacher”.

The assessment policy’s purpose is to:

- Assess the student’s progress in the learning process.
- Produce a feedback for student, parents and external institutions
- Inform in terms of curriculum achievement and review

Through this process the approaches to teaching and learning are going through modifications and changes as per the requirements of the students and their differential levels of comprehension and understanding.

In order to facilitate this formative and summative assessment is conducted by the school to prepare them for IB Examination at the end of the two year programme.

**“Formative assessment** correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement”.

**“Summative assessment** is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students”.

Through this process students’ growth is profiled so that strategies can be adopted to cater to their needs.

The purpose of assessment is to inform and guide teaching and learning. It involves the gathering and analysis of data and information about the teaching and learning process to inform pedagogical practices and processes. It evaluates what students know, understand, and can do at different stages in the learning process.

Assessment provides valuable inputs not only as a feedback but also provides a feedforward to all members of the learning community.

### VIII. Assessment Aims

- ‘Assessment will aid in achieving the curricular and philosophical goals of the programme through good classroom practice and appropriate student learning’.
- The predicted grades shall have a sufficiently high level of reliability, aiding students to acquire admission into Universities all over the world.
- Integration within planning, teaching and learning.
- Clarity of systems and practices to the stakeholders – teachers, learners and parents.
- Pre assessment – ascertain the prior knowledge of a student/group of students before embarking on a teaching learning assignment.
- Balance in formative and summative assessments.
- Peer, self-assessment and reflection.
- Feedback and reporting to stakeholders.
- Analysis - individual student’s needs.
- Effectiveness - curriculum and teaching methodology: ‘Assessment for each subject shall include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed’.
- Ensure academic honesty is observed at all times.
- International requirements– preparation for university placements.
- Implementation opportunity imbining Cambridge Learner Attributes and IB Learner Profile.

- International mindedness – becoming a global citizen and ‘avoiding cultural bias. It shall ensure that equal opportunity is given to students working in English as a second language. IGCSE
- It shall incorporate higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, and application).

## IX. Assessment Principles and Practices

IB considers the Diploma Programme as a pre-university level programme. It assesses academic skills and encourages an international outlook and intercultural skills.

They are carried out in order to ensure education is imparted using appropriate standards and practices.

Diploma Programme Practices are implemented keeping in mind IB philosophy and real-world scenarios.

Students	Teachers	Parents / Guardians
Become Effective self-regulated learners through self-assessment and constructive feedback.	Become more effective when they continually learn about what students know and can do.	More informed, participative and supportive when they are aware of their child’s learning goals and their progress.
Able to reflect on their progress and set goals for their learning and plan action to achieve those goals.	Become more reflective and can adjust their teaching practice based on insights and give specific and timely feedback	They contribute and celebrate their child’s learning journey

The assessment procedure helps to translate rules, regulations and specific processes that have to be kept aligned when delivering Diploma Programme. These procedures are put into place and reviewed with all teachers collaborating together within their subjects and as whole school through shared ideas and resources.

Assessment at Amity Global School Noida, primary school, is continuous and ongoing. Learners are assessed on a regular basis. We use different tools and strategies to assess the learners in a child-friendly environment.

## X. Assessment in Primary Years Programme:

- To evaluate learners’ knowledge, understanding, skill development, and progress individually and in groups
- To build a clear picture of the learner’s interests, strengths, and areas of growth
- To celebrate learning
- To garner feedback of the teaching learning process and the programme so as to feed forward the future learning

- To evaluate and prepare a roadmap for a learner's journey by identifying specific and group needs

How we assess:

At AGSN we would be focusing on:

Assessment for learning (check for understanding) – assessment for diagnostic purposes, to test previous knowledge and during the teaching learning process.

Assessment of learning (culmination of learning) – Purpose is to report on the progression of learning done at the end of each unit.

Assessment as learning – purpose is to support students in becoming independent, self-regulated and life-long learners through interaction with peers, teachers and self-reflection. It is continuous and entails planning, monitoring and reflecting on developed goals to modify and adjust learning.

What We Assess:

Assessment helps inform learning and teaching practices teachers plan for and provide opportunities for:

- Acquisition of Knowledge - what a child knows
- Conceptual understanding - monitoring and documenting, and measuring on how concepts are recalled, explained, applied and transferred through a range of learning experiences.
- Learners actively develop thinking, research, communication, self-management and social skills.
- Skills - What a child can do. Observe and monitor developmental growth and progression of skills over a period of time. (Approaches to learning)
- Inquiry process – Monitor and document the students' ability to make connections across subjects and apply skills to construct new knowledge
- Multiple contexts to make connections with the real world
- Taking meaningful action

How to assess:

PYP assessments of learning have 4 dimensions which interplay through each other.

- Monitoring
- Documenting
- Measuring
- Reporting
- Feedback as feed forward

At AGSN Monitoring, documenting, measuring and reporting of learning would be done through different tools and strategies

Monitoring (teacher and self) Strategies	Tools	Documenting tools	Measuring tools	Reporting strategies
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Reflection</li> <li>• Discussions</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Planning, monitoring and reflection on learning goals</li> <li>• PYP Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended tasks</li> <li>• Written or oral assessment</li> <li>• Learning portfolios*</li> <li>• Learning logs</li> <li>• Learning stories</li> <li>• Flip Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplars of students' work and progress</li> <li>• Checklists</li> <li>• Rubric</li> <li>• Anecdotal records</li> <li>• Portfolios</li> <li>• Reflection journals</li> <li>• Progression continuums</li> </ul>	<ul style="list-style-type: none"> <li>• School designed or commercial tests</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/teacher student conferences (as per the calendar or as per need)</li> <li>• PTM</li> <li>• Student-led conferences (once a year)</li> <li>• Written Progress reports (twice a year)</li> <li>• Unit end presentations (after every unit)</li> <li>• Written feedback and feed forward to students</li> <li>• Weekly Journey</li> <li>• Daily Academics</li> </ul>

**Observation:** Learners are observed by the mentor often and regularly. The observation can be a group observation or individual observation.

**Performance Assessment:** Learners are assessed on the goal-directed tasks with established criteria. These tasks are usually multimodal and require the use of many skills: Audio, video, and narrative records.

**Process Focused Assessment:** The Learners are observed often and regularly, and observations are recorded in many forms. Checklists, inventories, and narrative descriptions are common methods.

End term Reports will:

- Be provided every term-twice a year
- Reflect academic and non-academic learning as well as health reports.
- Include student self-assessment and reflections with comments by teacher.

**Selected Responses:** One-dimensional exercises. Tests and quizzes are the most common examples of these.

**Open-ended Tasks:** Learners are presented with a stimulus and asked to communicate an original response. The answer can be brief written answers, a drawing, a diagram or a solution.

## **XI. Assessment Tools:**

Tools are the different ways of recording the assessments given.

**Rubric:** A Predetermined scale is set to assess the learner's performance. A rubric can be developed by the learners collaboratively or by the mentor.

**Exemplars:** Samples of students' work are set as a benchmark and are shared with the other learners.

**Checklists:** These are the lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist

**Anecdotal Records:** These are brief written notes based on observation of the learners, this is maintained by the mentor.

**Continuums:** These are visual representations of developmental stages of learning. They show a progress of achievement or identify where a student is in a process.

## XII. Assessment in Middle School, IGCSE and A Levels

### Purpose of Assessment

At Amity Global School Noida, we understand that teaching, learning and assessment are intrinsically interrelated. We believe that

- Both the student and teacher have an active role in assessment.
- Assessment should be challenging, significant, frequent & ongoing.

We believe that assessment has two important roles:

- to prove what a student has learnt
- to improve a student's understanding and skills.

Our assessments are not only designed to provide a true picture of a student's ability, but they also enable us to provide feedback to the students based on their performances and progress. Assessments also guide our teaching, learning, adaptation and improvisation process.

### Why do we assess

- To find out what students are learning and to identify a lack of understanding (e.g. in a particular area of the syllabus) and subsequently to set targets to rectify this.
- To talk about what students are expected to learn and to provide feedback on the learning process and to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement
- To engage the students in reflection about his / her strengths and areas of improvement
- To promote a deep understanding of subject content by exposing the students to set real world context
- To provide opportunity for students to exhibit transfer of skills across disciplines.
- To establish accountability
- To develop a plan and improve the teaching process
- To promote critical and creative thinking skills
- To use the information for assigning predicted grades for University Admission and scholarships etc.

### Types of Assessment

Assessment at Amity Global School middle school is structured and is an amalgamation of formative and summative assessment.

## **Formative assessment**

It is intrinsically woven into day to day teaching and learning process and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making the learning process supportive.

The following principles are followed in formative assessment: -

- Learning objectives and success criteria are shared with students as part of everyday practice.
- Exemplars are also shared with the students.
- Constructive feedback is provided to the students
- A variety of assessment forms are adopted, such as tests, quizzes, presentations, group discussion, assignments, debates, note-taking skills, research papers, class participation, lab work, open-book assignments, project work etc to evaluate student' understanding and skills.
- Various assessment strategies are used to evaluate students' understanding and skills.

## **Summative assessment in middle school:**

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

## **Assessment in the middle school:**

We design our assessments to be fair, valid, reliable and practicable. We assess what we know to be of value: deep subject knowledge, conceptual understanding, and higher-level thinking skills. Our flexible assessment structure maximizes time for teaching and learning.

At Middle school we offer Cambridge lower secondary curriculum along with school curriculum.

## **A foundation for progression**

Cambridge Lower Secondary provides excellent preparation for Cambridge Upper Secondary and other educational programmes. Cambridge Lower Secondary Checkpoint tests are used to monitor learners' readiness for the next stage of education.

## **External Benchmark**

Cambridge Lower Secondary includes two testing options: Cambridge Lower Secondary Progression Tests and Cambridge Lower Secondary Checkpoint. These assessments provide an international benchmark of student achievement, helping teachers to identify learners' strengths and weaknesses and give advice on progression routes.

### Assessment practices at the Middle and Senior School:

At the middle school level academic Year commences in April and concludes with the session ending annual examinations in the month of March (summative in nature).

One academic year has two semesters, and each semester has one phase of Unit test each.

During each UT phase, a number of formative assessments take place as per the subject requirement. The sum total of the UT scores is converted to 10% which is recorded in the report card. The first and the second semesters end with Semester Examinations (summative in nature).

The middle school assessments are broadly designed to prepare students for IGCSE. All assessments strike a fine balance in evaluating content, knowledge and critical thinking skills and other skills.

### Procedure for Formative Assessments

In each term, Formative Assessment is conducted for continuous evaluation:

1. There is one UT cycles in each semester; Each UT cycle is for a period of 7 working days
2. In each UT Cycle the following process is adopted:
  - Each UT Paper is of 25 marks and 40 Minutes duration.
  - UT paper has 50% weightage to Knowledge with Understanding and 50% weightage to applying and evaluating information.
  - UT syllabus of all the subjects is covered 1 week in advance before the UT cycle starts.
  - UT syllabus of the whole cycle is sent one week before to the parents. Subject teachers send the syllabus to home room teachers and then home room teachers send it to parents with a CC to the coordinators.
  - UT question papers are submitted one week in advance, along with the blueprint to the coordinators.
  - The marks of the complete UT cycle is sent to parents within 2 days of the finishing date of UT cycle, with CC to coordinators
  - Discussion with students about UT and how they have performed is done before the marks are sent to parents.
  - UT of the absentee is taken again, but the marks are not added in the final marks.
  - In case of repeated absenteeism and red-flagged students, Parents are contacted immediately.
  - Remediation starts if a student scores below 10 in the UT.
  - If the average class has not performed well in the UT, then a recapitulation of the whole topic is done.
  - Besides Cambridge International, CBSE and IB resources are also used.

3. For IGCSE and A Level programs , the formative assessment are conducted over the two years of the programme in the form of UTs as well as Semester Exams. Semester exams in year 1 of IGCSE are two hours duration and in year 2 all the components of the subjects as per Cambridge timings are conducted. For AS level in year 1 and A level in year 2 the first Semester is generally conducted as 2 hour

The Formative Assessment records maintained by the subject teachers are checked by the coordinator regularly.

### Procedure for Summative Assessments:

At the end of every semester, Semester examinations are conducted. The first semester examination includes 50% of the syllabus for the whole year. The Final semester examination happens at the end of the academic year and includes the rest of the 50% syllabus and some important topics of the first semester. In case of Mathematics and Sciences generally, 75% of the entire syllabus is covered in the final Semester Examination. For the semester examination, the following process is adopted:

- Generally, Each Subject paper is of 2 hrs.' duration.
- Language subject also has components of listening and speaking skills in addition to reading and writing paper.
- Paper is designed in a way to include 50% questions based on Knowledge with Understanding and 50% of applying and evaluating information.
- It contains at least one descriptive question.
- Examination syllabus of all the subjects is covered 2 weeks in advance before the Examination starts.
- Syllabus of the Examination is sent two weeks in advance to the parents. Subject teachers send the syllabus to home room teachers and then home room teachers send it to parents with a CC to the coordinators.
- Examination papers are submitted two weeks in advance, along with a blueprint to the coordinators.
- Exam papers are shown and discussed with students once exams are over and before the report cards are made.
- Exam papers are shown to the parents in the PTM.

### Assessment in IGCSE and A level

Two Mock exam conducted before the IGCSE/A A-level exams

IGCSE and AS/A level exams are conducted as per Cambridge International guidelines

## Absenteeism during Assessments

If a student misses an Assessment because of a serious illness or medical condition, the respective Coordinator, after discussion with the Principal, may, at his/ her discretion, conduct a re-assessment, provided the illness is verified. With respect to IGCSE and A-level examinations, the policies set by the Board are applicable.

Further Research: After each term assessment, the coordinator prepares a statistical report based on the student's progress and updates the Principal. Action plans for students' better performance are made on the basis of this report in consultation with subject teachers, coordinators and the principal.

### School Examination: Specific Guidelines

- Students to enter exam room quietly and in an orderly manner when instructed.
- Students to carry only transparent pencil cases
- Students are not allowed any electronic device with an external communication facility
- No food or drink except water is allowed.
- No recording device is allowed.
- Students to sit as per the preplanned seating arrangement put up in the exam hall.
- Instruction of the invigilators to be obeyed. Students can be removed from the hall due to disruptive behavior.
- During the exam, if a student needs to go to the restroom, an invigilator to accompany the student
- Students are not allowed to take away any unused exam stationery with them

### Malpractice:

- Students are made aware that of behavior like, copying, collusion, impersonation, plagiarism etc. that undermine the integrity of an exam are regarded as malpractice.
- We consider all available information to reach a decision on whether a malpractice has occurred or not.
- Outcome based on the information could be the following based on the gravity of the situation
- Issuing a warning and reporting to the parents.
- Deduct marks or award no marks.
- Disqualify from the subject for the examination

### **Reporting:**

Formal reporting takes the following form:

- Consultation sessions where parents are offered a time for personal discussion with the teacher. If parents cannot make it on that day, a separate mutually convenient time is fixed
- Students with learning disabilities who take sessions with the school special educator are given a semester report on their progress.
- Parents will be provided with two semester end reports which will include teacher
- Feedback, final achievement levels and advisory report.

## **XIII. Assessment in IBDP**

### **Assessment**

It is conducted in various forms like tests, examinations, practical examinations, projects, commentaries, portfolios and oral performance. The duration may vary from an hour to a longer period of time. It is evaluated internally by teachers during and upon completion of two years Diploma Programme and in other cases by an external examiner after the two-year Diploma Programme has been completed. The assessment process will involve the collation of performance data, analysis and evaluation of the data, and informing the parents through this assessment. Through the teacher's collaboration, all subject schemes of work are prepared and then shared with students and parents at the commencement of the session.

In IB, assessment is divided into Formative Assessment for learning and Summative Assessment of learning. "A distinction is often made between summative assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and formative assessment, aimed at identifying the learning needs of students and forming part of the learning process itself". These two components of assessment in the Diploma Programme shall be incorporated as part of Amity Global School, Noida.

### **Assessment Procedure**

#### **Types of Assessment for Diploma Programme:**

**Continuous Assessment**– this would be in the form of oral work, laboratory work, projects, class participation, portfolios, homework or classwork assignments, investigation, discussions and artistic performances. In Formative Assessment learning objectives and aims are shared with students, exemplary work is shared with them and a detailed feedback is provided to the students regarding their strengths and weaknesses. Teachers will support the students in developing their "zone of proximal development" through "scaffolding".

**Written Assessment**– essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions and multiple-choice questions. Summative Assessment will focus on what is the student’s performance and how correctly she/he has been able to achieve it. This would be done through Term End Assessment Examination (as per school calendar)

School in conjunction with IB assessment policy will use diverse range of assessment tasks in different subjects which need to be completed by students following a different timeline for each aspect of the subject. Each subject will have its own timeline expectations and internal assessment tasks that need to be adhered to. As per IBDP each subject has Internal Assessment component that has to be completed by the student during the two year programme. Effective timelines will be shared with stakeholders reflecting a culture of collaboration among the Diploma Programme subjects.

The school does not rely on just one tool to conduct assessment of the student. Various tools are used:

- ‘Exemplars: samples of students’ work that serve as a concrete standard against which other samples are judged. These are shared by IB.
- Checklists: lists of information, data, attributes or elements that should be present in students’ work or performance. These are prepared by teachers as well as incorporated with IB’s requirements as shared.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors, aid in judging students’ work and then how to grade it on a predetermined scale. Rubrics can be developed by students and teachers.
- Anecdotal records: brief, written notes based on observations of students maybe shared with students as well as parents by the teacher’.

## Assessment of the Core

Apart from this, the Core timeline – Extended Essay [EE], Theory of Knowledge [TOK] and Creativity, Activity and Service [CAS] deadlines will also be shared with stakeholders. At the end of the two-year programme the student shall give IBDP Examination and the results will facilitate University Admissions. CAS requires completion of the requirements within 18 months period. In TOK and EE students obtain their grades. As per the matrix below, the combination of the two grades – points are awarded to the students. These are out of 3.

		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

## The Assessment Cycle

The assessment cycle for IBDP Year 1 session will incorporate two terms. (as per school calendar)

At the end of each term, there will be an Assessment in the form of a Term End Examination which will evaluate the student on the subject curriculum taught. During the Term there will be further Formative Assessment along with the dates, which shall be shared with the stakeholders.

Formative Assessment will be conducted as an ongoing process in various forms and its assessment will be varied accordingly. This will be a continuous process using differing rubrics for evaluating the progress of the student. Feedback shall be given by the teachers to the students, highlighting their strengths and areas of concern.

### I. Formative Assessment

Assessment of student learning is dependent upon the objectives and assessment criteria specific to each subject. A variety of strategies and tools shall be employed to assess student learning.

Teachers will design and provide structures and practices to help improve their knowledge and understanding, application and analysis, and evaluation skills through formative assessment. Some such practices are:

- Activity-related assessment as per the subject and content requirement.
- Learner profile reflections on self and others.
- Classroom observations.
- Peer assessment.
- Student discussions.
- Classroom participation.
- Individual and group information.
- Unit Test
- Student reflections.

Teacher's feedback shall be provided in the form of:

- Verbal or written comments on the work done.
- Recognition of any student displaying/recognizing in others the attributes of the Learner Profile.
- Criterion-based assessment (rubrics, matrices, etc) shall be followed as per the subject.
- Peer evaluation using criteria and a marking scheme.

- Self-evaluation will be done by the student using the criteria and marking scheme and teacher-supported self-evaluation.

Hence, the students participate in and reflect on the assessment of their work.

## 2. Summative Assessment

This will follow the IB criterion given for each subject and the types of assessment to be carried out during and at the end of the course.

## 3. Term End Assessment

This shall be conducted at the end of each term. This shall examine students understanding of the entire course taught so far. IB guidelines shall be followed as per the subject aligned with the past papers marking scheme. It will evaluate the student on his/her capability to recall the content, adapt and apply that knowledge and exhibit these skills to the questions being asked in context to the content. The marks given shall then be converted into grades, keeping IB grade boundaries as a blueprint.

Unit Tests will also be included in the overall result.

The Report Card shall reflect this to students and parents at the end of each term along with subject-specific feedback keeping in mind the grade descriptors.

## Types of grades

- The grades shall be from 1 to 7.
- Each grade will have grade boundaries/ mark range as defined by the subject report.
- The students shall achieve the grades as per these boundaries.
- The marks obtained shall define the grades that the student shall receive. Each grade shall have grade boundaries, and as per the marks, the grade shall be given.
- Marking of the written or oral content shall be criterion-based. This shall be done as per the subject and its marking criteria.
- Grade descriptors shall be used as guiding tools to help in providing feedback to students and teachers, upon analyzing the student performance, will also give their professional guidance in terms of strategies on how to improve the grade. This enables students to be informed and utilize the feedback to improve their learning.
- TOK and Extended Essay are also graded externally between grades A – E. A is the highest. These grades will reflect upon the end of two year programme when students appear for their IBDP Examination in May. These two grades are then combined in the diploma point matrix to contribute between 0 and 3 points to the total.

- CAS is not assessed but must be completed in order to obtain the diploma.
- For the award of the diploma a minimum of 24 points is required. In HL minimum of 12 points and in SL a minimum of 9 points. If a candidate scores less than 24 points, the diploma will not be awarded.

## Recording and Reporting

There are various ways and means adopted to ensure that student progress is communicated to stakeholders: report cards, written feedback in the report card, and student progress meetings with students and/or parents. During these meetings, goals are defined and progress is measured at regular intervals.

- Marks represent completion of task, which when translated into grades, encompasses the difficulty level of the task and its significance.
- Grade boundaries are set keeping in account the IB grades as they translate into meaningful feedback. These grades will facilitate their entry into universities or colleges as they aid in making sound judgments and selection.
- All of this shall be shared with parents during Parent Teacher Meet in Term End Report Card.
- The marks shall be recorded by respective subject teachers regarding formative, summative and term end examination. 20% and 80% breakup shall be provided in the Report Card. These IBDP records shall be maintained as soft copy.
- At the end of each term the results shall be shared in the Report Card during Parent Teacher Meet along with feedback from each subject teacher. The feedback shall highlight the strengths, areas of improvement and strategies customized as per the student requirement to aid them in improving their grades. Grade descriptors shall be used to aid this process.
- There will be 2 informed written formative assessments in each term (1 Unit Test and One semester exam). Academic progress is internally assessed and IB assessment grades are given based on these examinations along with the Mock examination marks conducted in March .
- These assessments will take place during the course of the Term and shall be informed in the school almanac/ calendar.

## Predicted Grades

These grades are given by subject teachers during second year as per the students' requirements for University admissions. These grades are based upon the progress grades of the student throughout the two year programme. These progress grades help in assessing student achievement throughout the period and represent an accurate measurement of the student performance as per IB criteria. Progress grades are based on a wide range of reliable evidence.

## Internal Assessment

IB expects the students to work on this during the two year period and submit it for assessment. The schedule for each subject is shared in the almanac and deadline of the same are formulated by the subject teachers. These are set keeping in mind the curriculum and the academic rigour that is followed in each subject. As teacher feedback is equally imperative, sufficient time is given so that the students can make changes and produce work to the best of their ability and capability.

Deadlines are extremely important and hence student should continuously be in touch with the subject teacher in case of any shortcomings that s/he is facing.

## Moderation and Standardization

- Mark schemes shall be used to ensure standardization of marking of the work in a consistent manner.
- Teachers will attend Professional Development workshops of IB to ensure that severity, bias and consistency is in check.
- Subject reports and marking criteria shall be used to ensure standardization.
- Have all the teachers teaching that subject assess the work and then use a scaling factor for moderation.
- A strong ‘community of practice’ (shared understanding among professionals) through the MyIB forum can be used extensively by teachers to achieve the above.

## Timeline and Deadline

To ensure less stress on students and composite feedback from teachers, a timeline stating the deadlines for various assignments and dates for examinations is formulated. It leads to the proper implementation of Formative Assessment, Summative Assessment, Internal Assessment, Term End Examination, TOK and Extended Essay. The timeline for all of the above will be shared in school almanac/calendar. However, Formative Assessment being a continuous process shall be ongoing and informed on regular basis by the subject teacher. Effective timelines reflect a culture of collaboration among the Diploma Programme teachers and student assessment requirements.

## Inclusive Access Arrangement

Candidates may need access arrangements due to learning support requirements such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders

- Social, emotional and behavioural challenges
- Physical and sensory challenges
- Medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before IB examinations offered in May/ November)
- Additional language learning.

School's Language Policy shall be utilized in case of additional language learning support. All Inclusive Access Arrangements that require IB authorization shall be practiced throughout the two year programme on a regular basis so that the student is comfortable in that environment. In order to get IB authorization the types of documents required are:

- Psychological/psycho-educational/medical report from a psychological or medical service'.
- Educational evidence from the school

Upon IB authorization the student will be made privy to all the details that need to be followed. This is to provide the student to be assessed fairly and at same level as the others and in no way to give him/her an advantage.

### **Admissions Policy**

In order to ensure that students are prepared for IB rigour a pre-assessment is conducted for admission. Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences. It aids in setting up a bridge session to support the students' knowledge, understanding and requirements for IB diploma programme.

### **Academic Honesty Policy**

Academic Honesty being an essential principle of IB Diploma Programme assignment work submitted as Internal Assessment by students shall be checked for its authenticity. Appropriate software shall be used to ensure it. This helps the student to develop personal integrity, respect other person for his/her work and establishes integrity towards their own work. It helps to illustrate Learner Profile attribute of being "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

### **IBDP Results**

- DPC shall share the relevant information regarding access of results and other such queries.
- In case of Enquiry Upon the Results or Legalization of the result document is required then DPC shall be contacted and cases shall be looked upon on individual basis.

## Transcripts for Universities

A transcript will enclose the permanent record of the student as required by universities. An Official Transcript shall be uploaded online or sent to universities directly by the School Counselor. If required, students may obtain the transcript for the universities from the school in a sealed school envelope. This process has to start well in time as it requires precision. The students need to work closely with the school counselor to ensure comprehension of the requirements and smooth flow of this process.

In conclusion, the school assessment policy is aligned with IBDP requirements. A wide variety of strategies and tools are used to assess the student's progress. The school has a structured approach in monitoring, recording and reporting student's learning in a consolidated manner to the parents. All teachers, coordinators, and head of school shall be involved in regular implementing, evaluating and reviewing the assessment policy.

## XIV. Evaluation and Reviewing of Assessment Policy

The committee constituting of principal, coordinator, and teachers shall evaluate and review the policy every two years end unless situation demands immediate changes to be incorporated. The changes shall be informed to all the stakeholders through the website and emails where required. The new policy with changes shall be shared in the new session of the school after the review.

## XV. Bibliography:

- <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>
- <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>
- Guidelines for developing school assessment policy in Diploma Programme
- Academic Honesty in the Diploma Programme
- Diploma Programme assessment: Principles and practices
- Cambridge Handbook 2024.

## XVI. Annexure:

### Annexure 1: PYP Student- Portfolio Essential Agreements

#### Function - What is the purpose of a student portfolio?

Portfolios are records of learning which show a student's progress/change over time, development, goals, reflection and individuality. It is a tool for assessment of learning and assessment as learning. It is an important document to be maintained by the learners wherein they take the onus of his/her learning and also making it visible through different means. Portfolios are one of the means of making learning visible.

It will be maintained through the years the child is in the PYP and will be handed over to the child when he/she graduates from PYP or moves from the school.

### **Form - What will the portfolio look like and what will it constitute**

The portfolio will be a dynamic two-tier portfolio wherein one will be grade grade-specific portfolio showcasing the work year-round and then the best pieces selected by the student will be put in a master portfolio at the end of the academic year.

*The portfolio will be a binder with inserts to document work. It will constitute*

- A personal narrative by the learner describing himself/herself, his/her likes or dislikes. it could be pictorial for early years learners (will be updated every year)
- Class Photograph (updated every year)
- Me, my friends and what they have to say about me (reflections) not mandatory
- **Learners' Profile** – self-reflections by the learner and some anecdotes about it by the learning community. (to be done every year)

**Unit of inquiry:** 6 Themes (varied work to show learners' understanding of concepts, inquiry process/acquisition of ATLs's

- Student's Choice, along with the student's reflection of the same. 1 each
- Teacher's choice, along with the teacher's Reflection of her choice of work (updated every year) 1 each

**Language A& B** 1 from each semester for each language

- Creative writing(from ideation to publishing)
- Student's Choice, along with the student's reflection of the choice of work
- Teacher's choice along with the teacher's reflection of her choice of work
- One self-selected work added every year to the master portfolio to show the learner's progression in writing skill
- Reading logs or book review (as per learners' choice)

**Foreign Language** (French)1 for each semester

- Student's Choice along with the student's reflection of the choice of work
- Teacher's choice along with the teacher's Reflection of her choice of work

**Mathematics** (annotated samples to show understanding of work and acquisition of problem-solving skills)

- 1 Self-selected Sample work from each strand with reflections

### Arts

- Performing Arts: Two pieces of annotated Samples of student knowledge, understanding and acquisition of specific skills with reflections. Photographs can be included.
- Visual Arts: Two pieces of annotated Art work showcasing learners' acquisition of Sample of student knowledge, understanding and acquisition of specific skills with reflections. Progression of skills to be highlighted.

**PE:** Two pieces of annotated Sample of student knowledge, understanding and acquisition of specific skills with reflections

- Teacher's reflection on the same

### Action

- Student's reflection of the same (if any)
- Anecdotes by teachers/ parents or any other member of the learning community.

### Student Led Conference

- Parents' and teachers 'Feedback and self-assessment by the learner.
- Any other item which child wants to add to celebrate or showcase her/his learning.

### **Responsibility – Who will be responsible for the portfolio? Where will they be kept?**

The learners will be having the responsibility of their portfolio with guidance from the facilitator, wherever required.

Early-year learners' portfolios will be managed by the Home Room teachers.

Then students will have the agency to select pieces as per pre-determined criteria collaboratively made with peers and teachers

The portfolios will be kept in the classroom.

Each Master portfolio will have a cover page with handprints of the learner (updated every year) and a passport-sized photograph to be put every year. Also it would have Height and weight at the end and at the beginning of the academic Year to mark the physical development. Over and above student will have the agency and ownership to decorate or present the portfolio the way they want to.

We would be exploring the scope of usage of digital portfolios and will incorporate as and when collaboratively decided.

## Annexure 2: Middle and Senior School (CIE)

### Recording of Student Progress:

#### Achievement Grade Descriptors

Grade	Descriptor
A	Demonstrates a comprehensive knowledge and understanding of concepts and principles in the Subject area. Analyses and evaluates information and data thoroughly to make appropriate predictions providing detailed explanations. Solves most problems from a variety of contexts proficiently.
<b>Grading Scale - 80 to 100</b>	
B	Displays very broad knowledge and thorough understanding of subject area. Shows high level of competence at analysis and evaluation, providing explanations for predictions. Demonstrates ability to solve familiar problems and new problems in contexts beyond the syllabus.
<b>Grading Scale - 70 to 79</b>	
C	Has a broad knowledge and sound understanding of concepts, and applies them to some contexts. Shows competence at analysis and evaluation, providing explanations to simple phenomena. Solves basic problems with some evidence of critical thinking.
<b>Grading Scale – 60 to 69</b>	
D	Has reasonable knowledge and understanding of the subject area with evident gaps. Demonstrates limited ability to apply concepts, is descriptive rather than analytical and evaluative. Solves routine problems and has difficulty with new situations. Lacks clarity and is repetitive in communication.
<b>Grading Scale – 50 to 59</b>	
E	Demonstrates partial knowledge and limited understanding of subject area. Weak at application of concepts and principles. Limited problem solving skills of routine/basic problems. Communication is irrelevant and shows lack of clarity.
<b>Grading Scale – 40 to 49</b>	
U	Ungraded (Grading Scale – 0 to 39)

All the assessments are properly recorded by using the rubrics which are established sets of criteria used for scoring or rating children's tests, portfolios, or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

The following grade descriptors are used for recording

Grade Descriptor				
Grades to %	A* = 90 – 100	A = 80 – 89	B = 70 – 79	C = 60 – 69
	D = 50 – 59	E = 40 – 49	Less than 40 % ungraded	

Not only the academic performance is recorded, but cocurricular report is also made. Home room teacher also writes about the strengths and achievements of the student. The following form at is used.

Academic Report						
Subject	Semester I	Final Semester	Final Result			
			Unit Test (10%)	Semester I (25%)	Final Semester (65%)	Final Grade
English						
French						
Mathematics						
Science						
ICT						
Humanities						
Non-Academic Report						
Semester I			Final Semester			
Physical Education						
Performing Arts (Dance)						
Performing Arts (Music)						
Attendance						
No. of working Days		Days Present		Days Absent		

**Joining Date:**

**Home Room Teacher's Remarks (Semester I)**

--

**Home Room Teacher's Remarks (Final Semester)**

--

---

Date:

There is also a provision of the report of the student's overall behavior in the following format.

## Annexure 2: Senior School (IBDP Report Card)

### Assessment Explanation

	Grade Descriptors			
IB DP Subjects	7 = 90-100	6 = 76– 89	5 = 61– 75	4 = 46 – 60
	3 = 31-45	2= 16-30		1=0-15

Grades from 1 to 7 are awarded to the student for each subject according to predefined grade boundaries. The total score should be 24 grade points or above to get the diploma.

### Grade Descriptors:

- 7 Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultless in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality
- 6 Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking
- 5 Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking
- 4 General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking
- 3 Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
- 2 Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support
- 1 Minimal achievement in terms of the objectives

## Summary of Achievement: Semester- 1 September 2025

Name:

Grade: IBDP Year1/ 2

Subject	Level	Grade (10% of UT and 90% of Semester 1)
English A: Language & Literature (Any Group1 Subject)	HL	
Hindi: Language B (Any Group2 Subject)	SL	
Business Management	HL	
Digital Society	HL	
Physics	SL	
Mathematics: AA	SL	

Attendance Record (2025 - 2026)	
Number of Working Days	Number of Days Present
76	

**ADVISORY REPORT**
**Thinking Skills**

<b>Student Demonstrates the ability to:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Barely Meets Expectations</b>	<b>Below Expectations</b>
Be original, flexible in approach				
Raise questions, identify and analyze problems.				
Implement a well thought out decision and take responsibility				
Generate new ideas with fluency				
Elaborate/build on innovative ideas				

**Social Skills**

<b>Student Demonstrates the ability to:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Barely Meets Expectations</b>	<b>Below Expectations</b>
Identify, verbalize and respond effectively to other's emotions in an empathetic manner Has an altruistic/ sharing attitude				
Get along well with others				
Take criticism positively				
Listen and comprehends actively				
Communicate using appropriate words, intonation and body language				

**Emotional Skills**

<b>Student Demonstrates the ability to:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Barely Meets Expectations</b>	<b>Below Expectations</b>
Identify one's own strengths and weaknesses				
Be comfortable with one's own emotions and overcome weaknesses for positive self-concept				
Identify causes and effects of stress on oneself				
Develop and use multi-faceted strategies to deal with stress				
Express and respond to emotions with an awareness of the consequences. Is sensitive towards others' action and thoughts				

## VERSION 3.0

Dates modified:	December 2024
Approved when	February 2025
Date for next review:	December 2026

IMPORTANT: All policies and documents are signed off by the Senior Leadership Team when approved.