



Promising Futures

GENESIS VISION ,MISSION & PHILOSOPHY

VISION STATEMENT

The vision of its Founders is to develop GGS into an autonomous, multicultural, multinational International School. A GGS education must be secular, relevant and continuously align with changes in the global economy, society & environment, while providing a pre-eminent intellectual and creative milieu to our community.

MISSION STATEMENT

GGS will produce young men and women of exceptional calibre who will always keep in mind the global context of matters. These future leaders will keep sustainability at the core of their endeavours. The world is connected and a GGS education will always prepare students for global citizenship of an increasingly interconnected world. The School's curriculum will be purposefully aligned with globally accepted best practices which at its core will strive continuously for service to the whole human community.

The School will be receptive to ever-evolving learning and teaching practices, which will include:

- Using Music, Speech, Dance & Drama as an integral inclusion in the Curriculum.
- Differentiated Learning.
- Learning and Teaching using the multiple intelligence format.
- Collaborative Learning.
- Service Learning and Outdoor Education.
- Anytime- Anywhere Learning.

Our sense of belonging to Indian society and culture is the bedrock of our behaviour in all matters while reaffirming our global nature. It shall recognize and celebrate the rich

diversity within and between countries and its peoples, and, at the same time affirm the unity of humankind.

PHILOSOPHY

GGS is imagined as an International School. Our students will travel the globe in their quest for higher learning and to find purposeful and meaningful careers. To assist them in this task the school will strive to be a healthy representation of the global community and practices. Our students must appreciate the:

- The diversity of humankind while not losing their identity.
- Understand acquired knowledge which promotes the similarity in culture and people, while continuously working for their community and country.

The underlying principle which will guide GGS into its future, will be –

A day & residential school, secular in tradition and identity, where people of all nationalities and cultures mutually learn, live and study together.

Active learning is important for us because at our focus is the Learner. This approach will be the main driver for learning at every level, age and group. With the ever-increasing advancements in learning & teaching technology, the Institution will strive to induct technologies & processes, in keeping with the needs of the student now and in the future.



ASSESSMENT POLICY

Our Assessment Philosophy

At Genesis we believe assessment should be integrated into all aspects of the learning cycle. Assessment 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 programme. Assessment will 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. At Genesis we believe that Assessment is both for assessing skills **for** learning as well as **of** learning. It is a positive and supportive mechanism that enhances student learning, teaching methodologies and parental support in the overall development of student achievement. Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different, a range of assessment strategies should be adopted. Evaluation should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. While assessing a student we believe that both effort and performance must be given equal importance.

ASSESSMENT IN JUNIOR SCHOOL

Assessments in Junior School are ongoing. We use a range of tools and strategies to assess students' learning

Why do we assess?

- To celebrate students' learning
- To evaluate the level and prior knowledge of student and laying the foundation of the teaching and learning process
- Teacher's analysis and reflection of the concept taught and the learner's
- To understand and cater to the differentiated levels in the classroom
- To evaluate the process and progress of student learning

What do we assess?

At Genesis in the Junior School we assess the learning outcome through:

Knowledge

1. What students know - prior knowledge
2. What students learn - learning

Understanding (Concepts)

1. The students' understanding of concepts under study
2. The concepts at micro and macro level.
3. The different learning levels of the students

Application (Skills)

1. The increasing understanding of the concepts and their application
2. The students' understanding of the central idea, which prompts them towards action.
3. The application of the skills

Attitude

1. Students' behavior through responsible action
2. Demonstration of the attributes of the IB learner profile

Action

1. Action is the outcome of a successful inquiry- Student initiated, teacher initiated or environment initiated
2. Students have a choice to choose to act; decide on the course of action and reflect on the action

How does it look like

Prior knowledge Assessment -

- Enables teachers to plan and modify the teaching learning process.
- Helps in meeting the individual or group needs.
- Provides data regarding students' knowledge, skills and conceptual understanding
- Serves as the foundation for formative or summative assessment

Formative Assessment -

- Ongoing process
- Assesses the learning process including knowledge, concepts and skills of the students and provides regular feedback to enhance learning.
- Helps to plan the next phase of learning.

Summative Assessment-

- Informs of student learning and the teaching
- Gives a clear insight into student's acquisition of knowledge and conceptual understanding and encourage towards action.
- Demonstrates application of a range of skills
- Exhibits students' commitment to the attitudes and attributes of the learner profile.

When should it take place

- Formative-Ongoing- recording will happen
- Summative- At the end of every unit/concept
-

Ways in which we will assess

We use a variety of tools and strategies at GGS to assess student work. The **strategies** are the different methods or approaches that teachers can use when collecting information about a student's learning process. The **tools** help in recording the collected data. Below is a list of strategies and tools we use at GGS.

Strategies- are the different methods or approaches that teachers can use when collecting information about a student's learning process.

- › **Observations:** All students are often and regularly (continuously) observed by the teacher. Sometimes it can be class observation an observation of all the students in general and sometimes observation can be for individual student.
- › **Performance assessment:** This is assessment of the end goal with guided and pre-set criteria. This task may have many approaches to the problem and many solutions as well. It requires use of many skills- Audio, Video, posters, etc may be used.
- › **Process-focused assessment:** All students are observed often and regularly (continuously) and these observations are recorded in many form to collect evidence of learning. Checklists, inventories, and narrative descriptors are common methods of collecting observations.
- › **Selected response:** One time exercise, tests, quizzes are most common examples of these
- › **Open-ended tasks:** Students are provided with a stimulus in varying situations and they are expected to give original response. Answers can be in form of brief write-up, drawing, diagram or a solution.

Tools- in recording the collected data

- › **Checklist:** These are list of information (criteria), data, attributes or elements that should be present. A mark scheme is a type of checklist.
- › **Continuums:** These are visual representation of developmental stages of learning in one area (single criteria). These show the position of the student in terms of progression.
- › **Rubrics:** Set of pre-defined criteria for rating students in all areas. These criteria are leveled and each level is described, showing the developmental stages in the student's learning in different areas.
- › **Anecdotal records:** These are brief written notes about students based on class observations.
- › **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged.

(Adapted from © Making the PYP Happen)

How do we report?

- Written reports

What will it contain?

It will indicate areas of strength- these are in quantum

Indicate areas of improvement

Indicate co-curricular activities

IB learners profile is addressed

Anecdotal records indicating the above

- **Learning Support (LS)**

Student falling into the Learning Support category will have an Individualized Education Plan (IEP) for which, in certain cases, will result in a modified curriculum. In these cases the Learning Support department will report on student progress as per the reporting requirements.

- **ESL**

Students falling into the ESL category will be assessed on language as per the ESL criteria (ESL scope and sequence) until they are able to participate in the mainstream assessment activities. For the other subject areas, ESL students will be assessed however though the mode of assessment may be differentiated to suit ESL requirements.

- **Exhibition**

The exhibition will be held in the final year of PYP.

What will it contain?

It will contain any one Transdisciplinary theme as decided collaboratively. Each student demonstrates 5 essential elements of PYP along with the IB learners' profile.

- **Student Led conference**

Should be held once a year other than PTM.

What will it contain?

The students will present their work and showcase their learning process, including the challenges and achievements through their portfolios.

Parents and other stake holders will be invited for the same.

- **Portfolios-**

What will it contain?

- Pieces of student selected work with their reflection on it, stating reasons for selecting that work, what they learned, how can they use this learning.
- Learner Profile : **Self reflection**
- Pieces of teacher selected work for the student with a reflection stating reasons for selecting that work and what has the student learned
- Minimum 6 pieces of work by student and teacher each term:
 - › Compulsory four subjects: Math, English, Units of Inquiry and Hindi
 - › Supported by two more subjects either from: Music, Art, Dance, IT, Sports; ensuring that all the subjects get covered over the year

When will the portfolio be made?

- Maintained regularly, depending on teacher discretion, but minimum twice in a year it should be updated at the end of each term
- It will be shown to parents:
 - › Pre- Nursery, Nursery and KG will share the portfolio with parents twice a year
 - › Classes 1 to 5 will share the portfolio with parents once a year

When does Reporting happen at GGS?

- Written reports are sent twice a year, at the end of each term
- Teacher- Parent Conference takes place every quarter
- Teacher- Student feedback to all stakeholders is a continuous process and ongoing
- Monthly reporting through interface

When will the assessment policy be reviewed?

- Once in two years- at the end of the academic session
- Who will be part of the Review
Head Junior School, PYP Coordinator, Pre- Primary Coordinator, Preprimary and Primary teachers along with all the specialists and special educators

ASSESSMENT IN MIDDLE AND SENIOR SCHOOL

PRINCIPLES OF ASSESSMENT

Introduction

The purpose of this document is to present the school's evaluation, assessment and feedback of students' progress. It also illustrates the guidelines, procedures and framework of assessment, evaluation and reporting. The Assessment Policy applies to all curricula, which includes the Cambridge IGCSE and CS1. Principles of Assessment In Genesis Global School, effective assessments

- gather and interpret evidence to make judgement about students learning.
- define and evaluate students' acquisition of knowledge.
- provide feedback so that appropriate action can be taken to ensure student learning takes place
- improve student learning - inform teaching so that appropriate teaching strategies can be adopted to best maximise the learning experience of the students
- provide meaningful report on students achievements - uses a wide variety of strategies and tools
- engage the learner so that internalization of knowledge takes place
- provide the learner with information that they can reflect upon. Effective Assessments should also be
- accurate, honest and fair.
- regularly modified so as to suit the various student dynamics and changes to the syllabus
- significant, engaging and relevant
- unbiased
- suited to the task/concept undertaken/learned
- able to cover a wide spectrum of concepts, knowledge, skills and understanding
- regularly be reported to students and parents - reported accurately without biasness

- adhering to the Academic Honesty's policy of the school.

It is imperative to understand that Assessment is essentially a form of communication, verbal or written which works on two key principles - reliability and validity.

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Reliability and validity are together important for assessment so that biases of any nature can be avoided. Validity is seen largely as identifying a single constituent measured by a given test, and reliability is seen largely as how consistently the different items in the test behave, in terms of the correlation of student responses given to these different items.

Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Inclusive and equitable assessment should ensure that tasks and procedures are not biased and do not disadvantage any group or individual.

Bias can be defined as a difference in outcome of an assessment process that is not related to a genuine difference in the aptitude or achievement being measured. Bias can arise from the test items/assessment tasks themselves, or from the marking of a performance assessment. In the latter case bias becomes an issue of marking reliability. They indicate the difference in outcome of an assessment process which can be due to the following reasons.

1. Nature of the test items
2. Marking of performance
3. Presence of students with special needs
4. Personal attitudes like good handwriting, neatness etc.
5. Differences of gender, ethnicity, class, language competence.

Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately and appropriately addressed.

ASSESSMENT POLICY FOR IB-MYP

Purpose of the document:

The focal purpose of this document is to inform students, parents, teachers and administrators about assessment mode, pattern and frequencies. The document would serve the purpose of effective assessment strategies, recording and reporting of students' learning and academic achievements. This document will inform the set procedures to bring in consistency in effective assessment, standardization of assessments and moderation of students' work.

This document would help the school setting up system to

a. Promotes student learning

Connecting with the prior knowledge of the students and building strength of students through various assessments in various situations using IB prescribed criteria, is the key purpose of Assessments at GGS.

b. Provide information about student's learning:

An important aspect of Assessment is the constructive feedback to the students on their achievements. Informing the students about their strengths and limitations to enable students to improve further, is an important procedural aspect of conducting assessments.

Effective assessment should also allow students to reflect on their learning.

c. Help to ascertain the efficacy of the programme or instructional strategies:

Assessment Tasks are designed ensuring their alignment with the requirements of IBMYP. Assessments would be integrated in the students' learning process and effective feedback should help students to overcome their limitations.

Principles of Effective Assessment

a. Effective Assessments allow students to

- Know and understand objectives of the assessments
- Understand task-specific criteria set by the teacher
- Know expectations of teachers in the task given
- Have opportunity to reflect on their learning and evaluate to improve further
- Know their strengths, abilities and limitations
- Be able to set their personal goal

b. Effective Assessments allow teachers to

- Backward mapping of the unit keeping summative assessments (EoUA) in mind.
- Plan the lessons and scaffold the lessons to develop necessary skills required for the assessments and conceptual understanding of the unit

- Assess student's strength and limitations
- Plan and execute activities that can help students to be prepared for both formative and summative assessments
- Use different strategies of teaching in order to develop necessary skills required for conceptual and textual understanding of the unit
- Enable giving constructive feedback to the students to help them improve further

c. Effective assessment allow parents to

- See the evidence of their ward's growth
- Identify the areas of strengths and limitations of the ward
- Provide support to the ward wherever required
- Develop an understanding of ward's progress

Purpose of Assessment

- Support and encourage students' learning
- Give constructive feedback to the students and acquaint them with their strengths and limitations
- Monitor student's growth and development of its understanding of the subject
- Developing subject-specific skills, like experimental skills, critical thinking skills etc.
- Developing ability to contextualize the content and know its real-life applications.
- Creating and communicating data on students' performance to the students and parents
- Enable teachers to monitor student's progress
- Help teachers to design their teaching to cater the requirements of differential learners
- Through constructive feedback, helping students to work in their limitations and overcome the same.
- Encouraging students and teachers to reflect on their teaching learning.

Formative Assessments

Assessment is a continuum process and the key purpose of assessment is to furnish constructive feedback, set goals for the students and help students grow in understanding of the concepts, develop subject-specific skills and learn to apply the knowledge in familiar and unfamiliar situations. Formative assessments consume more energy and time but its worth lies in the fact that students get critical information on their learning graph and facilitator adjusts their instructions.

Formative assessments are taken during the topic. It helps students and teachers to gauge the growth, areas of improvement. Formative assessments take place throughout a course of study. Formative assessments help students to prepare the students for the End of Unit Assessment (Summative Assessment). That is how it's also known as Assessment for

learning (AfL). The formative assessments are subject-specific criteria based. Teachers prepare task to be assessed based on the content and criteria chosen.

Formative assessments are not necessarily a written assessment. It may be in any form, like a small research work, assignment, presentation, critical analysis of a literature work, experiment performance etc. The purpose is to guiding where the limitations and the suggestions to go to higher level of achievement.

At Genesis there will two formative assessments per unit per subject. Thus, 10 subjects will offer 20 formative assessments in one unit. It is imperative to take formative assessments as it prepares students for the End of Unit Assessment (EoUA). Since, formative assessments take place as and when a substantial amount of unit is covered, it's not framed within any date sheet. Thus, regular presence of the students can help them to refrain from missing these assessments.

Formative assessments do not directly affect the final achievement level under a criterion. Also, formative assessment achievement levels are not reported in the report cards, however teachers have the record of the same.

Summative Assessments

In the end of unit teachers conduct an assessment which covers the entire unit. It is termed as End of Unit Assessment (EoUA) at GGS. It gives information about overall development of students' understanding of the unit. It is conducted to test overall achievement of subject-specific objectives and skills aimed to develop in students during the unit. EoUA.

It is treated as a tool to evaluate students' achievement of objectives and criteria through a culminating activity. The activity can be written test, a role play, presentation, product designing, research work, case study, analysis of an art or literary work etc.

The EoUA (SA) covers all the criteria and its strands covered in the formative assessments.

The level of achievement in the end of unit assessments, together with the End of term assessment's achievement level will have direct impact on the *overall level* of achievement (OLA) under a particular criterion.

End of Term Assessment (EoTA)

IBMYP syllabus at GGS is vertically mapped with IGCSE and IBDP, wherein written examinations at the end of course is one of the most important tools of evaluating students' achievement. To culminate into such requirements, GGS decided to include End of Term Assessment at the end of every term. The assessment for Language and Literature, Language acquisitions, Sciences, Mathematics and Individuals and societies will be written in nature, whereas, for Arts, D.T. and Media Design will be based on presentation, product design etc. The relevant information would be furnished to the students and parents well-in advance! The assessed work of the students for the End of term Assessment is discussed with the students within 5 days from the date of completion of their End of Term Assessments are completed.

MYP Assessment at GGS

Assessment is a key tool. At Genesis Global School following assessments would be conducted

Formative Assessment: There may be formative assessments conducted. However, it would be mandatory for teachers to prepare task-specific rubrics and discuss the same with the students and show the same in the class. The formative assessments would be announced in advance. The rubrics would be prepared in a prescribed template, created by the school.

The key goal of formative assessments is to monitor student's performance and help students to achieve gradually improving grades. At GGS there will two formative assessments that would be conducted in a formal environment. The objective of such formative assessments is to help students to get familiarized with rubrics and learn to meet expectations set by teachers required to excel in the task set. *The rubrics for formative assessment would not be formally informed to the parents.* However, teachers will announce the date of formative assessments to the class in advance. This would help students to read the rubrics handed over by the teachers and get further clarification on it, should they need it.

Nature of formative assessments is left to the discretion of the teachers. It may be a group discussion, presentation, case study, written assignment, experimental work etc. Other than two formally conducted Formative assessments a teacher can conduct as many formatives as needed according to the unit without setting rubrics for them.

Students are encouraged to participate in all formally conducted formative assessments. In case of absence the respective teachers can conduct a formative assessment based on a criterion chosen for the formally conducted formative assessment but no rubrics would be created for the same. No leaves, expect medical or bereavement at home on the day of formative assessment.

Teachers collect the response sheets from the students and annotate and assign a suitable achievement level. Once the response sheets are shown to the students, it is submitted with the corresponding subject teachers. These FA sheets are procured in the school.

End of Unit Assessment: At the end of a unit, teachers will conduct summative assessment which is termed as End of Unit Assessment (abbreviated as EoUA). Participation in EoUA will enable the students/ performance. In an EoUA. EoUA will be conducted at the end of a unit and will necessary assess students under all criteria that are selected by the teacher under the unit.

Teacher prepares Rubrics for EoUA and discusses the same with the students in advance. A hard copy of rubrics for EoUA is informed to the parents at least seven days in advance.

Assessment Recording and Reporting

Conducting assessment always accompanies with furnishing of constructive feedback to the students. However, it is very important for the school to record the students' achievement level and report the same to the students and parents.

At GGS following procedure of recording and reporting is followed-

For formative assessments teachers hand over *internally standardized rubrics* to the students in advance and the same is discussed with the students.

Formative assessments are conducted as per the schedule filled-in the 'Assessment Schedule' file and annotated piece of work is handed over to the students and doubts are clarified.

The achievement levels alongwith some key feedback of the students in the formative assessments are recorded by the respective teachers in their registers and in an excel sheet generated by the programme coordinator.

Parents are not informed about the rubrics for the formative assessments. However, students will be expected to get their annotated task sheets to be duly signed by the parents so that they can see the progress of the child. These formative assessments will be conducted based on the subject-specific criteria chosen by the teachers. The annotated response sheets are shown to the students and discussed with them. The formative assessments will be assessed within 4 days from the date of assessment and the same would be discussed with the students. Also any home assignments provided to the students would be annotated within 3 days and handed over to the students for further discussions, if any.

End of unit Assessment is conducted at the end of the unit. It will cover all criteria selected for the unit. Rubrics are made by the subject teacher and internally standardized. A copy of the rubrics are handed over and explained to the students. The announcement for EoUA to students and parents is made in advance. The assessed pieces of work would be discussed with the students in 6-7 days from the date of EoUA. This is done to ensure curiosity and interest of the students.

The levels achieved by the students in EoUA* will be reported in the report card.

Students are expected to do EoUA without fail. Should a student remains absent from an EoUA, overall achievement level awarded would be established based on trend in formative assessment achievement levels for the student. No request and reasons would be accepted for the re-conduct of EoUA. However, in case of genuine medical **or bereavement at home, an EoUA can be informally conducted for the student.** Please refer to section ("Exemption from Assessments")

While assigning the overall achievement level to a student the level achieved by the students in EoUA and EoTA is collectively taken into account. For the subjects, like Arts, Design, PHE EoUA achievement levels would be taken into consideration.

At the end of every term Report card would be generated mentioning Overall Achievement Levels in various subjects alongwith the feedback. SIMS would be used to as a platform to generate the report card. A soft copy of the report cards would be sent to the respective parent, followed by a Parent-teachers meeting to discuss more on the students' performance and achievements.

Exemption from Assessments:

Assessment be formative or EoUA or EoTA are very important instruments to gauge the progress and achievement of a students in an academic year. Formative assessments help students to prepare for the EoUA. Thus missing a formative assessment means missing opportunity to develop good understanding of the topic being taught in the class.

Off many formative assessments, two are conducted in formal way and other formative assessment from a given unit is left to the discretion of the teacher. The rubrics sheets would be prepared only for the TWO formative assessments.

Only in case of the reason mentioned below students mustn't fail to attend formative, EoUA and EoTA. If a formative is missed for which rubrics are given, teacher will conduct formatives in order to cover a criteria but rubrics for such formatives will not be given.

However, EoUA and EoTA must not be missed by the students. Failing to attend these assessments would lead to allotment of a 'zero' against those criteria. Only under the following cases would be treated genuine:

- a. Severe sickness of the student- A medical certificate would be essential on the day of resuming of classes and prior notice to the homeroom and subject teacher.
- b. Bereavement in the family
- c. Participation in a sports tournament State Level tournaments or higher
- d. Natural calamities
- e. Social or political hindrance affecting commuting of day scholars

In such cases, students will be given an opportunity to take EoUA on the day next to actual day of EoUA assessment. Thus, there shouldn't be more than 24 hours of gap.

IT IS IMPORTANT THAT A student takes all strands of all strands of all criteria at least twice per academic year.

Moderation of student's work

To bring in transparency and to ensure fairness in marking the students' annotated work would be randomly chosen by one of the department members for moderation. The comments and possible assigned achievement level by the moderator teacher must be mentioned in a different colour pen and discussed with the subject teacher, should there be any differences, especially more than one.

The moderation will be applied only for End of Unit Assessment and End of Term Assessment. Moderator teacher from the department will collect a maximum of five copies for this purpose. The moderator would be decided by the programme coordinator.

ASSESSMENT POLICY FOR CAMBRIDGE SECONDARY1 AND IGCSE

Assessment Structure of University of Cambridge CS1:

1. The CS1 would have Three Forms of Assessment - Continuous Assessment, Formative Assessment and Summative Assessment

2. The Question Papers are formatted on the basis of
 - a. Bloom's Taxonomy Structure
 - b. Subject Expectations
 - c. CIE Checkpoint Formats [Science, Mathematics, English and Global Perspectives]
 - d. The Co-scholastic Areas like Art, Design and Technology, Music, Dance, Drama and PE is being included in the mainstream Assessment from Academic Year 2017-18
3. There would be Monthly Tests which would be conducted on 20 marks/25 marks, contributing 30% weightage to the Term1 Results.

[80% of the best performance would be taken into account to get the average of the Test Series results]

4. There would be two FAs i.e. FA1 and FA2 the average of which would contribute 10% to the Term1 Results
5. There would be one Summative Assessment SA1 contributing to 60 percent weight to the Term End Examination Results
6. There would be Monthly Test which would be conducted on 20 marks/25 marks, contributing 30 percent weightage to the Term 2 Results

[80% of the best performance would be taken into account to get the average of the Test Series results]

7. There would be two FAs i.e. FA3 and FA4 the average of which would contribute 10% to the Term2 Results
8. There would be one Summative Assessment SA2 contributing to 60 percent weight to the Term 2 Results
9. Then 40 percent and 60 percent weights would be taken from Term1 and Term2 to get the Final term Result

	CT 1	FA=[FA1+FA2/2]	SA1	CT2	FA=[FA3+FA4/2]	SA2	Final Term = Term1[40%] + Term2 [60%]	
Term1	30%	10%	60%					
Term 2				30%	10%	60%		

Defining the CCA, FA and SA in Genesis Terms:

1. **CCA - The Continuous Assessment** at Genesis would be conducted during the class hours but on designated days every month.

There would not be more than 2 tests per day.

Art, Music, PE, Dance, Computer Studies & Theatre would be assessed on two components - Theoretical [30%] & Practical [70%]

The practical examinations of Art, Music, PE, Dance & Theatre would be conducted a week prior to the Monthly Test Series.

2. The Formative Assessment -

[The teachers have to do two out of

A. **Presentation** - A 15-20 minute presentation in groups [A group must not have more than 4 members]. Marking would be on the basis of criteria rubrics created by the departments

B. **Research Portfolio** - A portfolio has to be made individually. Marking would be on the basis of criteria rubrics created by the departments

C. **Exhibition/Role-play/Demonstration/Lab Work** - The students must do any one of the three mentioned. Marking would be on the basis of criteria rubrics created by the departments

D. **Activity** - At least 3 activities to be conducted. Marking would be on the basis of criteria rubrics created by the departments

3. The Summative Assessment -

1. **The Summative Assessment** at Genesis would be conducted during the time mentioned in the Year Calendar.

Art, Music, PE, Dance, Computer Studies & Theatre would be assessed on two components - Theoretical [30%] & Practical [70%]

The practical examinations of Art, Music, PE, Dance & Theatre would be conducted a week prior to the Summative Assessment Dates

The structure of the QP would be given to the teachers by the HODs

Assessment Structure of University of Cambridge IGCSE

10. **The IGCSE would have Two Forms of Assessment - Continuous Assessment and Summative Assessment**

11. The Question Papers are formatted on the basis of
 - a. Bloom's Taxonomy Structure
 - b. Subject Guides by CIE - Except the SA1 of grade 9

12. There would be Monthly Test Series which would be conducted on 20 marks/25 marks, contributing 30% weightage to the Term1 Results.

[80% of the best performance would be taken into account to get the average of the Test Series results]

13. There would be one Summative Assessment SA1 contributing to 60 percent weight to the Term End Examination Results

14. There would be Monthly Unit Test Series which would be conducted on 20 marks/25 marks, contributing 30 percent weightage to the Term 2 Results

[80% of the best performance would be taken into account to get the average of the Test Series results]

15. There would be one Summative Assessment SA2 or Mock 1 contributing to 60 percent weight to the Term 2 Results

16. Then 40 percent and 60 percent weights would be taken from Term1 and Term2 to get the Final term Result

17. There would be 2 Mock examinations in grade 10 - Mock 1 [the SA2 of Grade 10] and Mock 2
18. The Final School Report card would be sent only after SA2 or Mock 1. The Mock 2 results would be sent individually

	CT 1		SA1	CT2		SA2 or MOCK 1	Final Term = Term1[40%] + Term2 [60%]	Mock 2
Term1	30%		70%					
Term 2				30%		70%	Final Report	Mock Report

Grade Conversion Grid

This is done by taking the Grade Descriptors of Cambridge International Examinations into account for all the internal examinations of IGCSE

19. Only Grades are given at the IGCSE Level

At GENESIS GLOBAL SCHOOL, we strongly believe that Assessment is an integral part of any teaching-learning process. It enables us to identify what students know, understand, can do and feel at different stages in the learning process. It acts as the foundation on which we base our future planning and practice.

At Genesis, we will have two parallel curricula running in grades XI and XII, viz. CBSE and IBDP which are national and international level public examinations. Accordingly the assessment policy of the school is in sync with both the curricula as the underlying principles for both have lot of commonalities. Though the assessment procedures of these Boards differ greatly, we have tried to adopt a system, which while retaining the unique individuality of formal IB DP assessment, will conform to the time schedule and prevalent formative assessment procedure followed by the school.

Formative and Summative assessment both are an integral part of our assessment. Teachers must be aware of the principles and practices that the IB uses to conduct Summative Assessment.

All assessment instruments are primarily designed for formal assessment at the end of the course.

WE FOLLOW THE FOLLOWING ASSESSMENT STRUCTURE:

Formative Assessment

Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum. We at Genesis adopt a variety of strategies and tools for FA. Some of these are:

- › Unit Tests
- › Homework - Every student will get home assignments that would need average 3 hours per week per subject for DP students. Homework may be completion of classwork, written work, research, projects, worksheets, problem solving etc.
- › Orals Activity
- › Practical work
- › Group work in the form of research projects
- › Group discussions
- › Peer assessment
- › Field work

There is continuous evaluation followed by regular feedback to learners in the form of tutorials and discussions.

The Formative Assessment Strategies that are being undertaken will provide a balanced view of the student. The formative assessment will help teachers to:

- › Identify and respond to students' differing needs and styles of learning.
- › Support each student to achieve his/her individual potential.
- › Teach students to reflect on their own learning and to analyse their personal strengths and weaknesses in a constructive manner.

Rubrics for assessment of all DP subjects have been framed by the respective teacher as per the assessment objectives laid out by the IBO. Each component of the rubric is assessed by awarding marks on different skills developed during the teaching- learning process.

The components are as follows:-

Observations: All students will be observed regularly with a focus on the individual, the group and the whole class, on punctuality, interest, attentiveness, student's self- reflection, self and peer assessment etc.

International mindedness: Students will be presented with tasks that represent the kind of challenges that adults face in the world beyond the classroom.

Examples of students' work or performances: These include performance in unit tests, recalling session, homework, reports, essay etc.

Inter-disciplinary Skills: (research, thinking, communication, self-management): The focus is on the process and skill application rather than on the product.

Learner Profile Attributes: The development of learner profile attributes during the teaching learning process will be assessed.

Open-Ended questions: Students will be presented with a challenge and asked to provide an original response in class room discussions.

Tests/Quizzes: These are aimed at providing a snapshot of students' specific knowledge that he/she acquires.

Portfolios: Students will be expected to maintain a file consisting of records of special work produced by them during each session and reflections on what they have achieved. These would be an evidence of what they have done in class.

Summative Assessment

Summative assessment is aimed at judging levels of attainment of the learners. In Genesis the assessment policy is in accordance with the IB principles and practices of assessment with assessment models for both SL and HL in each subject. We conduct two Summative Assessments in a year, one in December and the other in May. These are supplemented by student portfolios / practical laboratory work for Group-4, mathematical investigations and assignment submission. The question papers are based strictly on IBDP pattern and the grading is IB specific for each subject.

Summative and formative assessments are, therefore, inherently linked and teachers use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

GRADING & ACADEMIC REPORTS

All Term examinations and unit tests have a formal reporting system. Report cards are given after each Summative Assessment with extensive remarks for subject skills.

Assessment Plan for Grades 6 to 10:

Assessment Cycle	Time Period	Reports	Percentage
Term 1 begins	April		

Formative Assessment	April to August	Mid - term July	20%
Summative Assessment	September	September end	30%
Term 2 begins	October		
Formative Assessment	October to February	Mid - term December	20%
Summative Assessment	March	March End	30%

ASSESSMENT POLICY - IB DIPLOMA PROGRAMME

Diploma Program assessment procedures measure the extent to which students can:

- Analyse and present information
- Evaluate and construct arguments
- Solve problems creatively
- Retain knowledge and understand key concepts.

Assessment tasks are therefore designed to encourage and support good classroom teaching and learning.

Assessment is continuous and ongoing through Formative and Summative assessments. In each quarter every subject will conduct a minimum of 3 formative assignments and 2 summative assessments.

Formative assessments test skills **for** learning. They provide detailed feedback on student strengths and weaknesses and help to identify knowledge and skills that students should develop. Summative assessments test skills **of** learning. They document actual student achievement and reinforce the teaching of curricular goals. The nature and number of assessment tasks, both formative and summative, will be defined by the DP Coordinator. Within these parameters the teachers have the flexibility to design tasks based on the criteria requirements of each subject laid down by the IBO.

Assessment is continuous and ongoing. **Formative Assessments** are short tests designed to test both knowledge and skills in smaller units of learning and will include a variety of assessment components that reflect the range of expected outcomes for a given course. **Assignments** test skills and are varied in nature. These include research assignments on internal assessment skills in respective subjects, homework tasks, quizzes, oral presentations etc.

External Assessments such as ToK Essays, Extended Essays and World Literature Assignments are internally supervised by teachers and externally assessed by the IBO.

"Reporting drives assessment and assessment drives teaching". This is our operational mantra at the high school level. The report card (electronic or otherwise) is a tool that will help focus the pedagogy towards building specific skills and objectives listed in each subject guide.

Guidelines to the teachers and parents of the DP:

1.The Mix: As per IBO guidelines, 70 - 80% of student work in the DP is based on External Examination; 20 - 30% of student work is internally moderated.

2.Reporting Method: All reports are generated and declared through the School Information System (SIMS). Teachers will maintain marks information in their grade book and enter on to SIMS .

3.No Ranking: Student results are determined by performance against set standards, not by each student's position in the overall rank order. We follow criterion based marking.

4. Summative Report: In December and May, reports based on the Summative assessment will be made available for parent and student viewing on the SIMS.

5. Parameters of reporting: The report will be a subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed through an effort grade.

6.The final grade per subject at the end of each summative examination will be based on 30% weightage to Formative assessment and 70% weightage to Summative assessments.

7.Parent - teacher meetings: To be held four times in the year to update and discuss student progress.

8.Parent Orientation: to be conducted twice a year

10.Absence during Assessments -

a) Students who are absent for an assessment for any reason other than serious illness, unexpected emergency or students representing the school in any capacity, will be marked absent and no retest will be given.

b) Prior written communication stating reason for student absence for test / exams should be given to the DP Coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness.

c) The decision to allow a retest / exam rests with the DP Coordinator.

No teacher may undertake the same on individual judgment.

11.Reporting of IB-DP Final Results: The DP results are declared every year on 5 July and open to student viewing on 6 July. The procedure on how students will view their results using individual PINs and Passwords (to be issued in advance by the DP Coordinator), will be disseminated to students and parents of Grade 12.

12.Re-assessment: Procedure for requesting reassessment of student performance under the Enquiry Upon Result (EUR) option on IBIS, will be intimated to parents / students of Grade 12, prior to and after the declaration of the IB DP results. Feedback on the EUR will be emailed to the student / parent by the DP Coordinator on the receipt of the same from the IBO. Requests for re-evaluation of student work will be entertained only through

written communication by the parent of the concerned student to the DP coordinator, stating the subject and level of the work to be reassessed. The DP Coordinator will then do the needful through communication with the IBO.

13. Retake of DP Examination: All such requests for registrations should be made through a written communication, by the parent of the concerned student, to the DP Coordinator who will then do the registration. This request must come in by 28 July for the November session and by 14 November for the May session.

Special Educational Needs (SEN)

In the DP: Students falling into the SEN category will be able to avail Extra Time and other Special Considerations that may be provided to them for the final DP Examination granted by the IBO. No announcements will be made during Tests / exams by teachers / invigilators about special requirements of students with SEN. This will be notified to invigilators in advance. This will be done to protect self esteem and sensitivity of Students with SEN.

Diploma Programme Assessments are both internal and external. Internal assessments are graded by school teachers and moderated by IBO in all subjects, while external exams are independently graded and reported by IBO.

Assessment structure - IBDP

Year	Assessment Cycle	Time Period	Progress Reports	Percentage
I	Term 1 begins (T1)	July		
	Formative Assessment	July to November	December end	30%
	Summative Assessment 1	December	December end	70%
	Term 2 begins (T2)	January		
	Formative Assessment	January to April	May end	30%
	Summative Assessment 2	May	May end	70%
			Overall Annual	50% T1 + 50% T2
II	Term 3 begins (T3)	July		
	Formative Assessment	July to November	December end	30%

	Summative Assessment 1	December	December end	70%
	Term 4 begins (T4)	January		
	Formative Assessment	January to mid March	May end	30%
	Mock Exams	March	April	70%
	Board Exams	May	July 5	

Term progress reports will contain grades and progress in all subject and core subjects.

- › The assessment modules will vary from one subject to another as Language 1 and Mathematics have their unique assessment criteria.
- › In the DP year two, students will be given the opportunity to demonstrate what they have learned by applying their knowledge to evaluate their achievement which will be done through various tools like written examinations, practical work, portfolios, projects, class discussions and oral work. It will encourage students to synthesize their prior knowledge and apply it in a self- directed manner.
- › The assessment criteria (rubrics) as specified by IBO are made available to students with descriptions to indicate what is expected in order to meet the requirements of a given aspect.

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement in the particular subject together with an appropriate range of marks that conform to the stipulations laid down by the IBO.

The school uses subject-specific IB criteria to indicate levels of achievement. At the end of each term, students are issued numeric grade from 1 to 7 for each subject entered as specified by Association of Indian Universities and IBO.

(Annexure 1)

CORE COMPONENTS: AS SPECIFIED BY IBO

CAS Assessment

Students as well as parents receive regular feedback from the CAS portal (School uses Managebac) on which the student uploads evidence of his/ her achievements, tasks accomplished, learning outcomes, own reflections etc. from time to time. It is on the basis of this and upon verification of the claims of the work done, will a student is said complete the requirements of CAS.

Extended Essay and TOK Presentation

The Extended Essay is assessed externally on the basis of the criteria set by IBO and sent to IBO for evaluation and grading. The TOK presentation is assessed internally on the basis of the criteria set by IBO and sent to IBO for moderation. The school award grades for internal purposes for these core requirements. Comments are provided for the Extended Essay, TOK and CAS, indicating whether students are meeting course requirements at specified time for these core components of the curriculum. All these provides a feedback on the students' performance reflecting on their learner profile attributes.

REVIEW AND IMPLEMENTATION OF ASSESSMENT POLICY

Principal, Coordinators and Heads of Departments review the Assessment Criteria in consultation with subject teachers for each subject once in two years.

- › A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for parents, students and teachers on the first day of the academic session organized by the Director of School, Principal Junior School, Principal CBSE, Principal International Certification, IBDP Coordinator, the IB PYP Coordinator and the Academic Dean.
- › All school policies are communicated to the teachers, students and parents through regular communication and shall be uploaded on the school website.
- › (PYP specific) We conduct a Parent orientation for the Pre- Primary School Parents once a year to acquaint them the ways of teaching Phonics (e.g. the parents should be aware of the way we write the letters of the alphabet and their sounds). We further acquaint Parents of Junior School with the method of inquiry, its progression and action through languages.
- › The teachers are provided with their OCC information and encouraged to use it to regularly evaluate their instructional practices and to share best practices with their colleagues throughout the world.

- › All new IB subject teachers meet with the Diploma Coordinator for an overview of the curriculum, practices, and assessments prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB in - house professional development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Programme curriculum and practices.

Members involved in the Review process

- Principal Junior School
- Principal CBSE
- Principal International Certification
- PYP Coordinator
- DP Coordinator

This policy will be reviewed every two years.

Last reviewed on:

9th January 2017

Annexure 1:



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

April 2012

Suggested Conversion for Higher Education for students applying to Indian Universities

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, results for students applying to Indian universities will receive a transcript with IB grades and suggested percentages. The table below provides the suggested conversion of IB grades to percentage scores. Schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint of the range indicated for a particular grade.

IB Grade to Marks Scheme

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

Yours sincerely,



Stefanie Leong
Head of Development



Priyamvada Taneja
University Liaison