

VISION STATEMENT

GGS aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

MISSION STATEMENT

GGS graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

ASSESSMENT POLICY

Objective:

- To ensure assessment and evaluation practices at Genesis Global School are fair, equitable and implemented to enhance teaching and learning.
- To ensure that assessment and evaluation practices are clearly understood by all members of the school community.

Our Assessment Philosophy

According to the directives of the Ontario Ministry of Education, assessment is "*the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course*" (Growing Success 2010). Assessment, by this definition, becomes a **valuing activity**.

At GGS we believe that assessment should be a core in teaching and learning process, it is both for assessing skills **for** learning as well as **of** learning, it is a positive and supportive mechanism that enhances both teaching and learning approaches as well as parental support in the overall development of student achievement. Assessment is holistic and analytical (diagnosis of strengths and areas of improvement) addressing different learning styles and using a range of assessment strategies and tools, the process is transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.

PRINCIPLES OF ASSESSMENT

Introduction

The purpose of this document is to present the procedures related to student general progress. The Assessment Policy applies to all curricula (PYP, MYP, IGCSE, CBSE and the IB Diploma Programme) with some standard and practice differences in the procedures to be followed.

At GGS we ensure that:*Assessment drives the teaching and learning process*

A pre-test or needs assessment informs instructors what students know and do not know at the outset, this information assists the teacher when setting the direction of a course. The information garnered will highlight the gaps between existing knowledge and desired outcomes. Teachers find out what students already know and use student prior knowledge as a starting point to develop new understanding. The same is true for data obtained through assessment done during the teaching and learning process. By checking in with students constantly revise and refine their teaching to meet the diverse needs of students.

Assessment drives learning

What and how students learn depends, to a major extent, on how they think they will be assessed. Assessment practices direct students about what to study, how to study, and the time to spend on concepts and skills in a course. Teachers clearly communicate what students need (provide with constructive feedback) to know and be able to do, through a clearly articulated syllabus, and by choosing assessments carefully in order to direct student energies.

Assessment informs students and the school community of their progress

Effective assessment provides students with a sense of what they know and don't know about a subject, what skills they have developed and what they still need to work on as well as what the concepts are that are clear to them and what they still need to further investigate. The feedback provided to students indicates to them how to improve their performance. Assessments clearly match the content, the nature of thinking, and the skills taught in a class. They are based on the planned learning objectives and clearly indicate the criteria that are used to assess progress. Through feedback from teachers, students become aware of their strengths and challenges with respect to course learning outcomes.

Assessment informs teaching practice

Reflection on student accomplishments offers the school pedagogical team insights on the effectiveness of their teaching programmes and strategies. By systematically gathering, analyzing, and interpreting evidence teachers determine how well student learning matches the learning outcomes / expectations for a lesson, unit or course. The knowledge from feedback indicates to the teacher how to improve instruction, where to strengthen teaching, and what areas are well understood.

Role of grading in assessment

Grades should reflect what a student has learned and what skills have been developed as required in the learning outcomes. They should be based on direct evidence of student learning derived through summative assessments with the help of a criteria developed for the summative task.

When student learning outcomes are not met

Analyzing the data collected through assessment's students complete before, during and at the end of a unit determine the degree to which student learning outcomes are being met. If the Pedagogical Leadership Team concludes that the students have not mastered the learning objectives a redirecting, reteaching of a topic, referral to student learning centers, or review sessions by the teachers may be used to remediate the problem. Through careful analysis it is possible to determine the challenges and weaknesses of the teaching that has taken place in

order to support student learning. Some topics or concepts may be notoriously difficult, thus other approaches may be used to overcome the challenges. Often a model, simulation, experiment, example or illustration will be used to clarify the concept for students. If the problem is noticed when the unit is over, teachers and HoDs/coordinators may make some modification in the coming units to ensure the gaps of this unit are addressed in the coming units.

GGS considers the assessment to be effective in the primary school if it:

- Has criteria that are known and understood in advance;
- Allows children to synthesize and apply their learning, not merely recall facts;
- Promotes student reflection and self-evaluation;
- Focuses on the production of quality products or performances;
- Highlights students' strengths and allow them to demonstrate mastery/expertise; Allows students to express different points of view and interpretations;
- Provides feedback regarding every stage of the learning/teaching cycle; Is based on student needs, interests and learning styles (student-driven); Involves collaboration between students and teachers;
- Produces evidence of student growth and learning that can be clearly reported and understood by students, parents, teachers, administrators, and board members;
- Begins with the end results in mind (backward design what students should be able to know or do by the end of a learning unit, lesson, or process)

Types of Assessment

Diagnostic/pre-assessment - Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do. This is a way to reflect on the prior learning and see what the base is to build the new unit/lesson on, what the gaps are, identify the challenging areas and be able to re-plan/fill in the gaps. It helps to collect data to make the teaching more student tailored and more effective.

Formative assessment - Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

Summative Assessment- Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit. Summative assessments are used to determine a grade/mark for a student.

At GGS the assessment **strategies, tools and tasks vary**: pre-primary and primary school follow the PYP Assessment Procedures, Middle School follows MYP and IGCSE accordingly, High School is guided by the Diploma programme standards for the assessment; the national curriculum would follow the CBSE requirements for the assessment practices. The specific procedures related to the Assessment and Evaluation conducted are detailed in the Assessment Procedures document.

Links between the Assessment and other policies

Assessment and Academic Integrity:

When assessing, teachers follow the guidelines set out in the school Academic Integrity Policy.

- The Coordinators share the GGS Academic Integrity Procedures document with teachers, students and parents. Teachers reinforce the guide throughout the teaching and learning practices.
- The Librarian explains/teaches the concept of the Academic Integrity, informs of the procedures related to it according to the school AI Policy both to the students during the AI sessions and to parents at parent educational workshops
- The AI coordinator, librarian, teachers collaborate to provide instruction and scaffolding necessary for students to use ethical research practices including opportunities of getting feedback through their ongoing formative tasks.
- Teachers provide students with consistent advice on good academic practice whenever necessary.
- Teachers support the school's Academic Integrity Policy and comply with the adopted convention (MLA) for citing and acknowledging sources.
- Teachers confirm, to the best of their knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
- Teachers and the AI coordinator/s/ provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Teachers and the AI coordinator/s/ provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment.
- Teachers and the AI coordinator/s/ provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.
- Teachers and the AI coordinator/s/ ensure students sign the internal 'DP Authenticity of Work Form' (for IB DP students only) when submitting work for Internal Assessment in the IB DP. Teachers and the AI coordinator/s/ run student work through TurnItIn as a precautionary check.

The assessment Policy works in the closest relation with the other policies regulating the work of the school.

The special procedures related to the Special Educational Needs are detailed in the Assessment procedures of each programme as they vary depending on the age group and the type of the assessment.

Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers.

Implementing.

All teachers are involved in the implementation of the policy. The policy is referred to during staff meetings, assessment periods and as necessary throughout the academic year. The policy is shared with the school stakeholders. It is made available to parents through the programmes guidebook and in a future updates of the website.

Evaluating and Reviewing.

The Heads of Departments/subject leaders/grade level coordinators reflect on the existing policy, write their comments and share with the Leadership team. The PLT reviews the existing policy and the provided reflections, make suggestions and shares it with the SAC (School advisory committee which has representatives from all stakeholder groups) for feedback and discussion. Final draft with recommendations and commendations are shared with the school SMT for final changes and approval of the reviewed version. The policies are usually reviewed once in every 2 years unless there is a change or other reasons to do it at a different timeline.

Training new teachers.

New teachers get the policies during their introductory session. They are provided with PD sessions focusing on assessment policy and procedures over the first two weeks after the start. All teachers are supported by their subject Heads of departments, coordinators for getting clear understanding on assessment procedures specific to their section/subject with examples, practical sharing, pair teaching, lesson observations, etc. Most importantly, the collaborative planning of all assessment tasks which are summative assessments, the development of their Task Specific Criteria (TSC – rubrics), their conduct and the marking which is always standardizes and moderated, ensure that the new teachers get the required support in developing their understanding and skills in assessing the student learning in an effective, objective ways, thus using the collected data for the teaching and learning improvement.

Assessment Procedures should be referred to for a full understanding of the assessment and evaluation procedures in different programmes/types of curriculum implemented at GGS.

Last reviewed: November 15, 2019