



ASSESSMENT POLICY

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.

Genesis Global School

2022-2023

Assessment Policy

Objectives

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

Our Assessment Philosophy

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.

To quote Alec Peterson, the first Director General of the IB:

"What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources."

— (Peterson 1971) /

'Assessment principles and practices — Quality assessments in a digital age'

International Baccalaureate Publication 2018

The purpose of this document is to present the procedures related to student general progress and to establish a framework for fair assessment clear to all stakeholders of GGS.

Principles of Assessment

The Assessment Policy applies to all curricula offered across the three IB Programmes (Primary Year Programme, Middle Year Programme and Diploma Programme) with some standard and practice differences in the procedures to be followed.

At GGS we ensure that:

1. Assessment drives the teaching processes

A pre-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 processes. By checking in with students constantly, teachers revise and refine their teaching strategies and approaches to meet the diverse needs of students.

2. Assessment drives the learning processes

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 and provide them with constructive feedback to know and be able to perform effectively. Through a clearly articulated syllabus, and by choosing assessments carefully to direct student energies, teachers ensure that assessment drives the students' learning.

3. 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 concepts 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.

4. Assessment informs teaching practice

Reflection on student accomplishments offers the school's pedagogical team insights on the effectiveness of their teaching strategies. By systematically gathering, analysing, and interpreting evidence, teachers determine how well student learning matches the learning outcomes and 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.

5. Assessment reflects students' learning outcomes

Analysing the data collected through assessments students complete before, during, and at the end of a unit determines 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 centres, or review sessions by the teachers may be used to remediate the problem. If the problem is noticed when the unit is over, teachers, heads of departments and 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 if it:

1. Uses criteria that are known and understood in advance
2. Allows students to synthesize and apply their learning, not merely recall facts
3. Promotes student reflection and self-evaluation
4. Focuses on the production of quality projects and/or performances
5. Highlights students' strengths and allow them to demonstrate mastery and expertise
6. Allows students to express different points of view
7. Provides feedback regarding every stage of the learning/teaching cycle
8. Is based on student needs, interests and learning styles (is student-driven)
9. Involves collaboration between students and teachers
10. Produces evidence of student growth and learning that can be clearly reported and understood by students, parents, teachers, administrators, and board members
11. Begins with the end results in mind (uses backward planning to ensure a recapitulation of knowledge and skills informs the next steps of teaching and learning).

Types of Assessment

Diagnostic/pre-assessment

Diagnostic assessment prior to teaching helps teachers and students identify what the students already know and can do. This is a way to reflect on the prior learning, construct the units and lessons in a relevant manner, understand the scope of gaps and required scaffolding, identify the challenging to re-evaluate teaching and learning strategies. This also helps to collect data to make the teaching more student-tailored and focused.

Formative assessment

Formative assessment is interwoven with daily instruction and assists the teachers in their planning for the next stage of learning. It is an on-going type of assessment, which includes all the tasks and activities introduced within the unit regardless of their scale. Formative assessment offers regular and frequent feedback from the teacher to the student. It also gives students an opportunity to improve their understanding and 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.

Examination procedures

At GGS the assessment strategies, tools and tasks vary pre-primary and primary school follow the PYP Assessment Procedures, Middle School follows MYP accordingly, High School is guided by the Diploma programme standards for the assessment. The specific procedures related to the Assessment and Evaluation conducted are detailed in the Appendix.

Predicted Grades

In DP the predicted Grade is the teacher's prediction of the grade that the candidate will receive in the subject. This grade is based on all of the evidence of the candidate's work and the teacher's knowledge of the IB guidelines and standards. Predicted Grades are submitted to the IBC by the end of March.

Links between the Assessment and other policies

Assessment and Academic Integrity

1. When assessing, teachers follow the guidelines set out in the school Academic Integrity Policy:
2. The coordinators share the GGS Academic Integrity Procedures document with teachers, students and parents. Teachers reinforce the guide throughout the teaching and learning practices.
3. The Librarian explains/teaches the concept of the Academic Integrity, informs of the
4. 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
5. 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.
6. Teachers provide students with consistent advice on good academic practice whenever necessary.
7. Teachers support the school's Academic Integrity Policy and comply with the adopted convention (MLA) for citing and acknowledging sources.
8. Teachers confirm, to the best of their knowledge, all students' work accepted or
9. submitted for assessment is the authentic work of the student.
10. Teachers and the AI coordinator/s/ provide students with clear guidelines on academic writing and referencing styles required in each subject.
11. 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.
12. 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.
13. 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 programme's guidebook and in a future update 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 sessions. 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, and coordinators for getting a clear understanding of 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 standardized 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 way, thus using the collected data for the teaching and learning improvement.

Appendix 'Assessment Policy: Appendix 1 Assessment and Evaluation Procedures at GGS' should be referred to for a full understanding of the assessment and evaluation procedures in different programmes/types of curriculums implemented at GGS.

Assessment Policy: Appendix 1

ASSESSMENT AND EVALUATION PROCEDURES AT GGS

Assessment in the Primary Years Programme

‘Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take an action. The prime objective of assessment in the PYP is to provide feedback on the learning process.’

Making the PYP Happen, 2009, International Baccalaureat

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

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

Types of Assessment

1. Diagnostic/pre-assessment — Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do.
2. 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 cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

3. 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.
4. Assessment of the Essential Elements of the PYP — The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.
5. Knowledge — assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
6. Skills, concepts, and attitudes — Each unit provides opportunities for different skills, concepts, and attitudes. Reflection on growth in these areas is recorded in the reports and self-assessments are done by the students.
7. Action — Student actions that are initiated beyond the scope of the unit are recorded on the planner or/and the report card.
8. The 5th Grade Exhibition — The 5th-grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes, and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

Assessment Strategies

1. Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups, and the whole class.
2. Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
3. Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding, or struggling to meet the expectations.
4. Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram, or solution.

5. Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.
6. Student reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit.
7. Transdisciplinary Skills Assessments (research, thinking, communication, self-management, and social skills): The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists, narrative notes, and inventories.

Assessment Tools

1. Exemplars — samples of students' work that serve as a concrete standard against which other samples are judged.
2. Checklists — lists of information, data, attributes, or elements that should be present in students' work or performance.
3. Rubrics — an established set of criteria for rating students in all areas. The descriptors tell the assessor the characteristics or signs to look for in a student's work and to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.
4. Anecdotal records — brief, written notes based on observations of students.
5. Continuums — visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Reporting Student Achievements

Reporting is a means of giving feedback from assessment. At GGS we believe that effective reporting should:

1. involve parents, students, and teachers as partners.
2. reflect on what the school community values
3. be comprehensive, honest, fair, and credible
4. be clear and understandable to all parties
5. allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

The Written Report

Teachers complete a written report card at the end of each term. The report card includes data on the level of student achievement in all curricular areas. The report introduces the transdisciplinary unit, the central idea, the concepts, and the lines of inquiry. The student report card evaluates the level of achievement of the student's knowledge and provides comments on the progress of the development of the transdisciplinary skills, attitudes, and Learner Profile attributes.

Written reports contain:

1. areas of strength- these are in quantum
2. areas of improvement
3. co-curricular activities
4. IB learner's profile attributes which are addressed
5. Anecdotal records indicating the above

Student/Teacher/parent conferences/interviews

There are two conferences that take place within the academic year.

1. First conference — this is a relationship-building conference with the parent, student, and teacher. The purpose of this conference is to discuss and identify social, emotional, and academic strengths or areas for improvement. Goals will be written to determine how everyone involved can support the achievement of these goals.
2. Second conference — this is a conference between the parent, student, and teacher that reviews the progress of the goals that were set in the first one, in addition to sharing academic information and work samples.
3. Student-led conferences — during Student Led Conferences, students lead their parents through an hour-long conference, using their portfolios as a tool to talk about their learning. Students share their successes and their challenges and guide their parents through some typical learning experiences in different curriculum areas. Students and their parents also visit the Single Subject areas to share learning in these curriculum areas. Student-Led Conferences aim to help students become confident and reflective

learners. Teachers play an active role during the preparation for these conferences but do not converse with parents on this day, to ensure ownership stays with the students.

4. Portfolios — portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity, and reflection. Portfolios are a cumulative collection of student work that travels with the student from kindergarten through the fourth grade. They are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduating from the program.

Learning Support (LS)

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

ESL

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

General assessment procedures in the Middle and Senior school

IB MYP and DP follow the practices of assessment as given below:

Ongoing/daily formative assessment (a variety of techniques and approaches used by the teacher with the aim of giving constructive and meaningful feedback to students). Descriptors of achievements are used to ensure that students know their level of understanding/mastery at that moment.

Formative assessment is tracked and reported using Manage Bac in the form of comments, and level descriptors - Exceeding expectations (EE)/meeting expectations (ME)/struggling to meet expectations (SME) (see the table below) – No marks are given to students for any formative assessment and Manage Bac does not reflect any marks.

The expectations should be clearly communicated to the learners so that the provided feedback then has a clear meaning.

E.g., Learning expectations for this task are:

1. Remember the meaning of the newly studied 10 words
2. Use them in a sentence not shorter than 5 words
3. Create a meaningful paragraph
4. Communicate your ideas in written form
5. Keep to the given timing
6. Complete the work without grammar mistakes

In this case, the feedback will be:

1. Student has used the newly learned words in some combinations which are the result of further independent studies
2. Student uses the new words in complex structures
3. Student creates a well-structured and meaningful paragraph
4. Student submits the work ahead of the deadline
5. No mistakes are found in the work, the work is done accurately

Summative assessments

End-of-the-year exams (happen only once a year) — these papers are graded and are used for official analysis/evaluation of student learning; they are recorded and reported to the school community.

End of Unit summative tasks — each unit has 1 summative task (which might be a combination of several broken-down assignments), developed, for example, using the GRASPS model. All summative assessments are criteria based - only the objectives that have been planned for and articulated to the students are assessed allowing students and teachers to know how well the students have completed the learning in that unit. Each summative task should have a task-specific criterion (TSC) – which should make sure all four aspects of learning are assessed: Knowledge and understanding; skills; application and reflection. Accordingly, the descriptive(s) would highlight the differences between the levels of achievement for each.

The summative duration would be no fewer than the number of units taught during the year. Each criterion should be assessed a minimum of twice each year.

Final Mark:

Rubric for Grades	
Active participation in class	5 %
The effort put into the work done	5 %
Attendance	10 %
Formative work on time submission, quality of the work	30 %
Summative(s)	50%

At GGS the IB curriculum has the following types of examinations:

1. Diagnostic examination in MYP 3 (in the month of April)
2. Checkpoint tests: MYP 5, DP 1 and DP 2 in the month of August; also, DP 1 in the month of March
3. Mock exams: MYP4, MYP 5, and DP 2 (in the month of March)
4. Board exams: MYP 5 and DP 2 (end of April, May)

Assessment in the Middle Years Programme (MYP 1-5)

GGS has the integrated curriculum of MYP continuing with DP. Accordingly, the assessment standards of these programmes are practiced for ensuring high-quality teaching and learning.

MYP assessment requires teachers to assess using the assessment criteria for each subject group in each year of the programme. To provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance, and precise, ensuring that assessment is transparent. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

(MYP: From principles into practice)

Assessment aims in MYP are:

1. To support and encourage student learning by providing feedback on the learning process with ongoing formative assessment.
2. Inform, enhance, and improve the teaching process with regular assessments
3. Provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments;
4. Promote positive student attitudes toward learning
5. Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
6. Promote the development of critical- and creative-thinking skills
7. Reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts

8. Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

IB assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. This approach to assessment recognizes the importance of assessing not only the products but also the process, of learning.

Assessment Forms

The two main forms of assessment used at GGS are pre-assessment, formative, and summative assessments.

Pre-assessment — is conducted at the beginning of the year/unit teaching/lesson and whenever there is a need to evaluate the prior learning. This form of assessment allows the right planning to be put in place and ensures that there are no gaps between what the students know and can do and what is planned for them to work on.

Formative assessment or so-called assessment for learning — is geared towards recurrent assessment during a unit of study. Feedback for formative assessment ranges from informal discussion to written commendations and recommendations, depending on the nature of the assessment task. This form of assessment may not make use of criteria-referenced levels, as it is intended to provide students and teachers with information regarding discrete skill progression within the context of one unit of inquiry. For formative assessment practices, teachers may use their strategies for providing feedback to students required per unit to be posted on the school learning management system.

Summative assessment or assessment of learning — can help in evaluating the learning process. All summative assessments must strictly use the MYP assessment criteria in accordance with the achievement levels using the system of max. 8. Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion used. Summative assessment occurs at the end of a teaching and learning cycle when students are given the opportunity to demonstrate what they have learned. Where more than one teacher

is involved in teaching a subject group for a single year group, summative assessment is standardized, ensuring that a common system of criteria-referencing is used.

Moderation of student's work in MYP

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 levels by the moderator teacher must be mentioned in a different coloured 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 Assessments and End of year exams. The Moderator teacher from the department will collect a maximum of five copies for this purpose. The moderator would be decided by the programme coordinator.

Community projects — MYP 4 students demonstrate consolidation of their learning through the community project.

Personal Project — MYP 5 students demonstrate consolidation of their learning through the personal project.

Criteria-based assessment

The criteria-based assessment works as follows:

1. Individual student work is not compared to other students' work, but it is compared to set standards (the assessment criteria).
2. Each subject has four different criteria, (see the table below) published in the subject guides, each with different strands which are the conditions that must be met for an expected result.
3. Teachers organize continuous assessments over the course of the program according to specified assessment criteria that correspond to and align with the objectives of each subject group.
4. Task-specific criteria are prepared by the teacher for each summative task in accordance with the criterion descriptors given in each subject area.

5. In each MYP year, each strand of each criterion is used at least twice for the assessment of each child.

The MYP assessment criteria across subjects can be summarized as follows:

	A (max. 8)	B (max. 8)	C (max. 8)	D (max. 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition (English, French, German, Spanish, Hindi)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies (Integrated)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences (Integrated)	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking critically	Responding
Design (Art and Design, IT)	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Community Projects	Investigating	Planning	Taking action	Reflecting
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GGS regularly reports student progress toward the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding, and skills that must be taught. They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3, and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In GGS, Criteria year 1 is used for MYP 1 and MYP 2, Criteria year 3 is used for MYP 3 (see the table below), and Criteria 5 is used for MYP 4 and 5.

At the end of each year, the teacher/s gives a final mark to the students. They use the “tendency” and “best fit” approaches to decide on the final mark for each of the criteria used.

Assessment Strategies

In MYP teachers use different assessment strategies which effectively work not only separately but also in conjunction with each other allowing for a more balanced view of student achievement:

1. Observation

Teachers may observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviors and skills.

2. Selected response

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

3. Open-ended tasks

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram, or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

4. Performance

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings, and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation, or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment). Teachers consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle, or end) and whether they target disciplinary or interdisciplinary understandings. The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

5. Process journals

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process. Through Approaches to teaching (ATT) and Approaches to learning (ATL), all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to

communicate about the processes of learning and can be used for meaningful and purposeful reflection. Regularly recorded reflections by the students about key issues or important activities can lead to an enhanced understanding of the concepts. For example, process journals encourage our students to record their processes in a more meaningful and detailed manner, allowing the students to see how the studied concepts develop through their work and connect to real-life situations.

6. Portfolio assessment

Portfolios are used by students and teachers to record their learning achievements and express their identity. Students and teachers choose pieces of work or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning. In GGS, students have their portfolios for all subjects, where the summative tasks and the most informative formative works are collected and kept in the classroom serving as a supportive collection of works during the student-led conferences with the help of which they can reflect on their own works and the learning process.

Assessment tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of tasks exist that are broadly represented by the following list.

1. Compositions — musical, physical, artistic
2. Creation of solutions or products in response to problems
3. Essays
4. Examinations
5. Questionnaires
6. Investigations
7. Research
8. Performances
9. Presentations—verbal (oral or written), graphic (through various media)

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria.

Appropriateness of tasks

The assessment tasks developed for each unit should address at least one MYP subject-group objective. Student work that stems from these tasks is then assessed using the appropriate criteria. It is essential that tasks be developed to address the objectives appropriately; it is not valid to assess summative pieces of work that do not address at least one of the objectives.

Assessment tasks should consider the requirements of students with special educational needs (SEN). Consideration of the appropriateness of the task should also be made for those who are learning a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

Creating sufficiently rigorous tasks

Teachers ensure that assessment tasks not only address an objective but allow students access to all the achievement levels in the corresponding criterion. Without careful planning, some tasks, for example, might not permit access to the highest achievement levels for a variety of reasons. Similarly, some tasks may only allow very competent students access to any of the achievement levels; other students may not be able to achieve even the lowest levels simply because the task did not permit this.

Teachers try to understand fully the implications of each criterion and the achievement levels before designing assessment tasks. Many of the highest-level descriptors require teachers to design open-ended tasks so that students can choose, for example, which techniques or skills to apply.

Developing task-specific clarifications

MYP-published assessment criteria and the school-based modified criteria are described as holistic, in that they offer general, qualitative value statements about student achievement.

Task-specific clarifications are useful in bringing a level of specificity to the assessment criteria. Each task-specific clarification is based on a published MYP assessment criterion. Developing task-specific clarifications teachers study the assessment criteria and redraft the

value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit.

The task-specific clarifications:

1. Are an integral part of the learning process
2. Support learning by guiding instruction
3. Can be used with example materials to deepen understanding
4. Bring transparency to the processes of assessment for teachers, students, and parents
5. Provide clear and measurable evidence of learning
6. Can be used again in subsequent years
7. Can be modified as the units change over time
8. Contribute to teacher reflections on the MYP unit
9. Can be useful in curriculum review or monitoring when used collectively, as they can help to identify the specific content taught during a learning period.

When developing task-specific clarifications, teachers clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in individuals and societies, teachers clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be achieved by:

1. Changing some wording to match the task
2. An oral discussion of expectations
3. A task sheet that explains expectations.

Importantly, teachers and students develop specifications and establish clear expectations at the beginning of each summative assessment process. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.

Recording assessment data

1. Assessment Tools (Tools for recording assessment data)

The above-described assessment strategies may be used to devise and develop assessment tasks. The following tools can be used to collect evidence of student achievement in each unit. They can be used to document learning.

<p>Anecdotal records</p>	<p>Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups, or on individual students can help the teacher identify areas of understanding or misunderstanding.</p> <p>Anecdotal records need to be systematically compiled, documented, and organized, and teachers should consider various ways, including the use of information and communication technologies, to do so.</p> <p>Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning. Anecdotal records can be very useful for teachers to identify learning skills, values, and attitudes.</p>
<p>Continuums</p>	<p>Continuums provide visual representations of developmental stages of learning and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.</p> <p>When used in a similar way as anecdotal records, continuums identify the next stages of learning that can lead to mastery of skills. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.</p>
<p>Examples</p>	<p>Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the task.</p> <p>Schools are encouraged to select examples that are appropriate and usable within their context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year, if suitably anonymized and appropriate, and could be used by students in self-assessment.</p>

Checklists	<p>These are lists of attributes or elements that should be present in a particular response to a task. A mark scheme for an examination is a type of checklist.</p> <p>Checklists are useful when used formatively, as they could be applied by either the teacher or the student. Checklists have the potential to be used in self-assessment and can support the development of ATL skills.</p>
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2. Reporting student achievement

Progress, including grades, is formally communicated to students and parents twice a year, at the mid-point and the end of the school year. The purpose of the subject report at the end of the semester is a check on student progress halfway through the year and it includes topic taught through that semester, a reference to approaches to learning (ATL), and a brief comment from each of the subject teachers, communicates the student’s achievement level or each assessment criterion used over that period. This practice provides students and their parents with information about the student’s engagement with the objectives of each subject group and is supported with advice for improvement, where applicable. Final report cards given at the end of the school year are IB final report cards which are official documents including grades from all the subjects, overall grades, extracurricular activities, a record of absences, and a record of behaviour.

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. The judgments reflect the teacher’s professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

3. Reporting format

There are several ways in which GGS reports student level of achievement to the community and parents:

1. Report cards — in which all teachers contribute assessment data from their subject, and which includes summative grades.
2. Manage Bac — where the parents can get a clear overview of the details of the formative/summative assessments, track the child's progress and check teachers' commentary.
3. Parent conferences — in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work (using portfolios).
4. Student-led conferences — in which students share assessment data about their learning with their parents, often supported with a portfolio of achievements.

In addition to providing data on student achievement as measured by MYP criteria, GGS reports also on MYP elements such as interdisciplinary learning, service learning, and LP attribute development.

Assessment in the Diploma Programme (DP)

Assessment in DP is used to drive instruction and student practice through the reflective use of Assessment OF and FOR Learning. Administrators and curricular heads use assessment data to identify areas of need within assessment practices and develop professional development opportunities to improve best practices at the school.

Within subjects, standardization of assessment occurs in the form of teachers marking common exemplars of student work to foster conversation around the interpretation of assessment criteria and their descriptors and the awarding of achievement levels. When candidates' results are received in July, an analysis of the overall accuracy of predicted marks against what students earn in their final examinations is made for each subject area and shared with the administration and subject teachers to help drive assessment reflection and ongoing development of accuracy and consistency.

Throughout the curriculum and instructional process, assessment should:

1. Account for a variety of learning styles
2. Be differentiated to account for the diverse backgrounds of learners
3. Provide a wide variety of different assessment opportunities and be relevant and motivating to students
4. Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin
5. Measure what students understand, what they can do, and what they know using the "best fit" approach
6. Be both formative (to assist students in building understanding, skills, and knowledge) and summative (to assess students' acquired understanding, skills, and knowledge)
7. Be on-going and reflective
8. Allow students to evaluate their progress and set targets for improvement
9. Allow the school to evaluate the measure of success in meeting specific learning objectives;
10. Be internally standardized, moderated, and reviewed
11. Be geared toward an appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to an international and increasingly complex world

All teachers are encouraged to provide abundant written feedback on Assessments As, For, and Of Learning to help guide student learning. Students are encouraged to reflect on their performance on assessments in several ways including journaling, reflective responses, class discussions, and creating time management and study plans. Given that the assessment of DP candidates is largely determined by moderated Internal Assessments and final grades on External Assessments at exam time, anytime an overall mark is given, whether at the end of year 1 (grade 11) or when publishing interim report card results, the predicted grade is determined based on existing IA mark (s) and other summative (including results on tests, mock exams, and other assessment tools as appropriate and according to Diploma Programme assessment: Principles and Practice).

Assessment types in the DP

Internal Formative assessment - These assessments will be given consistently throughout the course of the subjects being taught, and, depending on the subject, will be made up of a combination of two or more of the following:

1. Quizzes
2. Journals
3. Essays
4. Projects
5. Portfolios
6. Oral Recordings
7. Labs
8. Practice IB Exam

These assessments are not graded, they are feedback-based assessments. Each unit of study must have at least 2 written feedbacks shared with the student with all the details guiding to a better result. The comments/feedback is posted on the school assessment management system.

Internal teacher-generated summative assessment

Students in DP sit for a Mock Exam in each of their subjects at the end of the DP Year 1 and in the February-April period of their Year 2. The exams consist of at least three question types and must include questions that require higher-level thinking skills and are similar to the final IB exam question formats. The keeping of the code of academic honesty is always ensured.

Teachers grade the exams and perform an Exam Analysis for each subject and group of students. These Exam Analyses must be submitted to the IB DP coordinator for review and to address the existing issues accordingly.

Teacher collaboration and moderation

Teacher collaboration is essential in the Diploma Programme. Units of work must be developed, enhanced, and reviewed collaboratively, with guidance, where necessary, from the DP Coordinator. Final internal assessments are collected and marked by subject, not by the individual teacher, and are sent to the IB for moderation as school samples, not class samples.

Final internal assessments (IAs) are moderated within each subject, with guidance, where appropriate, from the coordinator. Teachers are expected to moderate a sample of high medium and low scores across each subject group.

The moderation process is as follows:

1. The class teacher collects and grades their students' work.
2. The assessment outline, rubrics, grades, and comments of a high, medium, and low-graded piece of work are given to the other teachers in the department.
3. Teachers who have received the work have got two weeks (unless a quicker time is mutually agreed upon in special cases such as work needs to be graded quicker due to reports) to grade and comment on the work they have been given, ready for moderation.
4. All teachers meet in a subject meeting, (or at a mutually agreed different time if there are report deadlines to be met / national holidays) and go through the grades they have given, justifying their reasons. It is every teacher's responsibility to print any work that is discussed at the meeting before it starts.
5. Teachers agree on a final grade for each piece of work.
6. If disagreement over a grade occurs: Teachers can check the subject guide which gives, clear advice on what to expect from each rubric.
7. A one-grade difference within the same level is acceptable.

8. If the class teacher has been found to be over/under marking on a rubric(s) he/she looks at how other students have been marked against the rubric and makes any relevant changes.
9. Completed IA work is put in the relevant folder on the Manage Bac/School OneDrive.
10. During the moderation process the class teacher does not give his/her initial grades to the students.
11. Teachers do not discuss any changes to the grades that occurred during the process with the students.

Internal Assessment timelines (School deadline calendar).

The deadline calendar helps staff plan their delivery of the intended curriculum, meeting the aims of the DP assessment schedule in manageable loads.

Teachers input their subject's internal DP summative internal assessment deadlines on the 'IA dates' document which is shared with staff through OneDrive and on the DP noticeboard in the staff room and with students and parents through email and at parent workshops.

The deadline calendar is developed to:

1. Reduce stress on students.
2. Allow teachers to provide feedback on drafts.
3. Check that the work is authentic, meeting the requirements set out by the IB in the 'Academic Integrity' document.
4. Prepare moderation samples required by the IB.

Late submission of work

If an assessment is not handed in on the due date the student receives a grade of zero. The zero grade can be appealed on a case-by-case basis. The student will be asked to provide sufficient evidence to support a request for an extension (following the parent/student/school agreement on attendance). The zero grade will be for the piece of work in question only. It will be taken into consideration when the teacher creates the end-of-term grade (predicted grade affected by the same).

External IB assessment – assessed by IB examiners:

1. IB DP students will sit for the external exams at the end of each course.

2. External Exams may consist of more than one paper, may be administered over the course of more than one day, and may include oral recordings in addition to written papers, depending on the subject.
3. IB DP Exams will be administered in a Testing Facility as per IB DP requirements and will be proctored as per IB DP requirements.
4. External assessments are used following the IB DP Assessment handbook guidelines (reviewed annually) for all procedures.

Students with Special needs

Students falling into the SEN category will be able to avail of Extra Time and other Special Considerations that may be provided to them for the final DP Examination granted by the IB. 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 the self-esteem and sensitivity of Students with SEN.

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

CAS Assessment

Students as well as parents receive regular feedback from the CAS portal (The 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 be said to complete the requirements of CAS.

Extended Essay and TOK Presentation

The Extended Essay is assessed externally based on the criteria set by IB and sent to IB for evaluation and grading.

The TOK presentation and Essay are assessed internally based on the criteria set by IB and sent to IB for moderation. The school awards 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 the specified time for these core components of the curriculum. All these provide feedback on the student's performance

reflecting on their learner profile attributes. However, the final mark is given by the IB using the EE and TOK matrix.

Grading system

Each academic subject is ultimately graded on a 1 –7 scale (“1” is very poor, “7” is excellent). TOK and Extended Essays assessment uses an A- E scale (“A” is Excellent, “E” is Elementary). The maximum number of points a candidate can achieve is 45 (6 x 7 plus 3 bonus points for the combination of TOK and Extended Essay).

The bonus points will be awarded according to the following matrix:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The minimum requirement to qualify for the IB Diploma is 24 points. However, it is important to remember that to gain acceptance at prestigious institutions or to university programmes in high demand, the student will need to have in excess of 30 points. If a student intends to continue in Higher Education, it is essential to find out the requirements well in advance. A consultation with the Guidance Counsellor at the earliest possible time is strongly recommended.

Recording and Reporting in DP

1. Reports

All data on assessments is recorded on Manage Bac and the predicted grades on IBIS (IB system) as required by the IB standards and Practices. Reports are generated and declared through the Manage Bac. Teachers maintain assessment information in the grade book available on Manage Bac and enter the final grade only in the final reporting. Student results are determined by performance against the set standards, not by each student’s position in the overall rank order. Criterion-based marking is followed across subjects. The report is based on

subject-wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed. In December and May, reports based on the Summative assessment will be made available for parent and student viewing on the Manage Bac. The final grade per subject at the end of each summative examination is based on a continuous assessment system. Term progress reports show the grades and progress in all subjects and core subjects.

2. Parent-teacher meetings

PTMs are held four times a year to update the parents/guardians on the student's progress.

Issuing of DP results

Reporting of IB-DP Final Results: The DP results are declared every year on 5th July and open to student viewing on 6th 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.

Award of the IB Diploma

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the General regulations: Diploma Programme.) The following codes indicate which requirements have not been met.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" (not submitted) has been given for theory of knowledge, extended essay, or for contributing subject.
4. Grade E has been awarded for one or both of the theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (SL or HL).
7. Grade 3 or below has been awarded four or more times (SL or HL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Re-assessment (Enquiry upon results)

The procedure for requesting a 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 a 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 IB.

Retake of DP Examination

All such requests for registrations should be made through 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.

Note:

1. All checkpoint tests and diagnostic tests are marked under criteria A assigning the relevant level of achievement. The same is recorded as an SA criterion A assignment in the school management system.
2. All mock exams are graded following IB final exam marking schemes and mark boundaries, the final result for the subject is recorded in the school management system under SA as a predicted grade for the IB subject result.
3. All the examination papers except for the board exams are to be prepared and submitted by the subject teachers/department.

Processes to be followed:

The examination papers are created following the time and content requirements shared by the coordinators. The papers should follow the board exam structure, not be only 1 type of paper

sample (e.g. not just multiple choice), and should cover the content that has already been studied and revised as well as intensively practiced. No new or recently introduced content should be included in the papers.

The paper can't be just the copy-paste version of previous/past papers, should be typed appropriately and be a combination of different past paper questions if those are used for the same.

The paper should be carefully checked and proofread before submitting the same to the HOD. Note that any mistake or error speaks about the seriousness and professionalism of the teacher.

The deadline for submitting the paper for the department moderation is 1 month prior to the exam starting day.

The department moderation is to happen at a specifically allocated time during the DM with the coordination of the HoD.

The moderated version is then confirmed and with an approval signature submitted to the respective programme coordinator and the exam office 15 days prior to the exam period starting day (note it is not the day of the subject exam, but the starting date of the exam period)

The exam cell is responsible for the final check and approval of the papers.

Note: the content and language accuracy is the responsibility of the teacher / HoD as a final approver.

Structural and technical accuracy is the responsibility of the teacher/HoD and the exam officer as the final approver.

The requirements to be kept and the procedures to be followed are the roles and responsibility strands and they are referred for the educator's qualification and professionalism aspects of the appraisal system.

Exemptions from assessments

Absence during Assessments:

1. 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/reassessment will be undertaken.

2. Prior written communication stating the reason for student absence for tests/exams should be given to the concerned Coordinator / Principal International Certification. A medical certificate stating illness must be submitted on return to school, in case of illness.
3. The decision to allow a retest /reassessment is with the concerned Coordinator / Principal International Certification.
4. No teacher may undertake the same on individual judgment.

Referencing and Resourcing

1. Rules for IB schools: PYP schools
2. Rules for IB schools: MYP schools
3. MYP: From principles into practice (for use from September 2014/January 2015)
4. General regulations: Middle Years Programme - First assessment 2016
5. Guidelines for developing a school assessment policy in the Diploma Programme
6. Further guidance for developing MYP-assessed curriculum
7. Guidelines for developing a school assessment policy in the Diploma Programme
8. Diploma Programme assessment: Principles and practice (IBO, 2004)
9. Diploma Programme assessment: Principles and practice
10. Grade descriptors (For use from September 2014/January 2015)
11. Diploma Programme: From principles into practice (For use from August 2015)
12. Programme Standards and Practices (IB – updated March 2016)

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