



## **ASSESSMENT POLICY**

### **Vision Statement**

Dream, inspire, act.

### **Mission Statement**

Genesis Global School aims to nurture all students to become resilient and confident learners as socially responsible leaders serving diverse communities and cultural contexts.

## **Values and Philosophy**

### **Our Values**

*Compassion:* We foster a culture of compassion, where every member of our community values and demonstrates exceptional attitudes towards each other and the wider world. We strive to create an inclusive environment where empathy and understanding are the cornerstones of our interactions.

*Courage:* We empower our learners to embody resilience and bravery, instilling in them the courage to approach new learning and life opportunities with curiosity and drive. We encourage them to embrace challenges and persevere in their pursuit of knowledge and personal growth.

*Ambition:* We are committed to creating a community that is driven by ambition. Our members strive for excellence in academic, cultural, creative, and sporting endeavours. We believe in setting high standards and working tirelessly to achieve them, pushing the boundaries of what is possible.

*Respect:* We celebrate and respect the unique contributions made by every member of our school community. We recognize the value that each individual brings, fostering an environment where diversity is embraced and where mutual respect is the foundation of our interactions.

*Dignity and Integrity:* We uphold the principles of dignity and integrity in all that we do. Members of our community conduct themselves with humility, ethical values, and empathy in their interactions within the school and beyond its gates. We believe in acting with honesty and sincerity, always striving to do what is right.

### **Our Philosophy**

- Provide happy and safe environment
- Deliver high quality teaching and learning
- Establish high expectations of students in all areas of school life
- Encourage students' confidence, self-esteem and self-efficacy
- Value all students as individuals so that they can achieve their full academic and personal potential
- Instil a sense of adventure and broadening of horizons
- Provide opportunities to be courageous global learners
- Extend learning opportunities beyond the classroom

- Provide an environment so that students develop moral and spiritual values
- Produce students who are independent of thought and have a lifelong enthusiasm for learning
- Establish mutual respect between all members of the school community
- Provide a broad curriculum which values the strengths of each subject and student equally
- Create a positive, secure and purposeful atmosphere
- Create an environment where growth mindsets are valued
- Foster links with parents/carers and the wider community
- Encourage excellence in every area of school life
- Create an environment which encourages true dialogue between members of our school and the wider community
- Deliver a philosophy that promotes learning without limits
- Inspire and empower all students to achieve the best that they can with the gifts that they have.

## **ASSESSMENT POLICY AND GUIDELINES**

### **GGs High-Quality Teaching and Learning statement**

HQTL takes into consideration the emotional and physical needs of the learners and ensures a safe supportive learning without fear.

Learning experiences challenge conceptual understanding using an inquiry and personalised approach to learning embracing technology as a tool – with an emphasis on developing critical thinking, creativity, and innovation.

The learning environment is aimed to strengthen collaborative learning, speaking, listening, reading and writing and other forms of communication and oracy.

The curriculum has an emphasis on providing an experiential learning experience using both local and global contexts.

As a result, learning incorporates formative assessment, summative assessment and self-assessment integrated in the activities to inform learner progress.

A high-quality teaching and learning environment reinforce the values of integrity, empathy, humility, and compassion.

## General Guidelines

### **Aims of the policy**

The school leadership team aims to:

- Ensure that all teachers know what is expected of them as regards assessing students;
- Support teachers in sharing this process with colleagues;
- Help teachers make well-founded judgments about students' attainment and progress;
- Track the attainment and progress of individual pupils and pupil groups over time;
- Provide parents with accurate information about their child's attainment and progress;
- Monitor practice in assessment and the use made of assessment information;
- Collate information that enables any inspection team to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

### **Assessment terminologies**

**Assessment:** The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.

**Assessment for Learning:** Assessment that goes beyond just marking and giving a grade. This is aimed at enhancing learning by telling students exactly what they need to do to improve their work, revisiting their progress in making these improvements. This process involves students in judging their own and others' work and being able to talk about their learning. It also requires discourse between

student and teacher on the next steps in learning, target-setting by both, and the inclusion of parents.

This policy document is combined with guidance for staff on ***assessment for learning***, but it is also designed to inform GGS's ***assessment of learning*** (to eliminate all if any 'grey areas' of teacher assessment and adhere to the assessment standards of the IB) and ***assessment as learning*** (to promote diverse forms of assessment, particularly, peer- and self-assessment). We make this distinction in terminology to convey our different uses of assessment: first, to influence teachers' planning and have a formative effect on pupils' learning (because of feedback on their performance); and to render the school accountable for its results (by making average progression figures available for comparison with those achieved by other schools with similar students).

This policy will focus on our first use: ***assessment for learning***.

### **Purpose of assessment for learning**

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what their next step should be.

Assessment is an integral part of teaching and learning, which is evident in every lesson.

By assessing pupils accurately and consistently and recording key information we:

- Build a clear picture of each student's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and "next steps" and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each student is making over time;
- Evaluate and improve the teaching strategies used with each student;
- Support students, where appropriate, to monitor their own learning by using learning objectives and 'I Can' statements;
- Identify, celebrate and share achievement.

SEN students (Special Educational Needs) and those with challenging behavior make demands on the assessment process. For these students, the initial aim of assessment may be to identify potential strengths and growth areas. IEP goals and specific targets are developed to monitor progress and attainment over time.

## **The Assessment Cycle**

GGS has identified four linked types of assessment:

- Diagnostic assessment
- Formative assessment (including six-weekly assessment)
- Summative assessment

**Diagnostic assessment** is done at the beginning of the year to establish prior knowledge and skill levels of the students. This enables teachers to accurately assess the starting points for each individual student, thus personalizing learning. The main strategic purpose of this assessment is to plan personalised strategies which help each student develop according to their individual learning needs.

**Formative assessment (FA)** addresses the ongoing learning that happens on a day-to-day basis within the taught unit. It includes a wide array of tasks and FA protocols (from recaps to exit tickets, from classwork to homework, from individual activities to group projects, etc.) which assist the students in gaining a better understanding of their strengths and areas for improvement. The FAs allow students to approach larger criteria used in final assessments in a gradual manner, thus serving as steps towards building a deeper understanding of a substantial area of knowledge. The teacher, in turn, uses the FA data to analyze how far the learning objectives have been met and whether the strategies introduced in class are effective. Formative assessment feedback is a key element of learning, as it provides the students with an elaborate and accurate overview of where they are in their learning journey. Its main purpose is to support each student in fully exploring and realizing their potential, and inspiring them to undertake more challenging objectives.

**Six-weekly assessment** is a more formal FA which involves a broader assessment over a six-week cycle. The aim of this assessment is not only to evaluate student progress in a more substantial way, but to encourage independent learning and celebrate the joy of the process and value of the individual and group achievements within each subject. Format-wise, teachers and students determine the six-weekly assessment together; it can take the form of a TED-talk, student-led conference,

learning quest, mini-exhibition, etc.

**Summative assessment (SA)** recognizes and records a student's achievement at the end of the unit. At GGS summative assessment uses the IB Standards (respective to each programme) that serve as clear Criteria for assessment. Though the students are well-versed with these criteria (as they are implicitly and explicitly addressed during the FAs), it is only at the end of the unit that they receive a grade for their final submission. GGS recognizes multiple forms of SA and encourages the teachers to explore innovative approaches to assessment. More often, the teachers use the GRASPS model which has proven to be efficient when constructing tasks that check the knowledge and skills developed throughout the unit while also allowing ample opportunities to explore connections to real life.

### **Specialist team & SEN students**

All teaching staff members are involved in assessments during lessons and in sharing information with relevant staff members. This means all relevant teachers need to be aware of the goals and targets within IEPs and of the learning objectives for each lesson and each student.

Specialist teachers make separate assessments of students' progress in their areas and observe progress during the lessons they support students.

### **Involving students**

Self-assessment is a challenging skill that depends on the ability to understand what is expected during a lesson and to reflect on what has been achieved. We involve students in recognizing and assessing their progress in ways that reflect their level of understanding. This varies from sharing in the celebration of achievement at the end of a lesson to identifying (with support) what they have achieved in a lesson and finally to discussing and reviewing learning objectives.

### **Planning for assessment**

In their long-term plans, teachers identify the priority areas for assessment, the specific learning objectives against which progress will be assessed and how these objectives will be assessed.

## **Incidental assessment**

Alongside planned assessment we also seek to identify key achievements outside the planned learning outcomes. A student may demonstrate in one lesson a skill worked on in another curriculum area or show a response related to the focus area but different from the learning objective. We also seek to be alert to the 'wow moments' where a student engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult's attention for the first time or accepting proximity with another student). These significant steps need to be noticed, shared and recorded.

## **General organizational assessment guidelines at Genesis Global School**

- All year groups use Toddle to keep track of assessment results and access feedback provided by teachers.
- Teachers base their assessment strategies on the Approaches to Teaching and Approaches to Learning skills.
- Students will be allowed a second opportunity to complete a missed internal assessment if evidence shows that failure to submit the work was unavoidable and not the student's fault. If the student fails to submit the work the second time, the teacher informs the parents to ensure that the work is submitted. Consequences for non-submission in each programme are determined by the respective coordinators; they are introduced after the second opportunity has been given (these actions can be found in Appendix 1, under respective programme sections).
- The teacher may extend the deadline for completion of the task after consulting with the coordinators if a student's parent or legal guardian submits written evidence of an illness or other extraordinary circumstances that prevented them from completing the task. The extension duration is at the teacher's discretion, with the approval of the Subject leaders and the relevant Programme Coordinator. The task must, however, be completed on the stated day.
- Issues surrounding external exams are outline in Appendix 1, as the follow-up actions involve a more complex set of procedures relevant to each programme (MYP and DP).
- Parents will receive two report cards at the end of each Term (in December and May) via Toddle.
- Full and equal access to all assessments will be made available for all students irrespective of their learning or language diversity.



## **Roles and Responsibilities**

### **The student is anticipated to adhere to the following:**

- Arrive punctually to the classroom, well-prepared with all the necessary materials for both classwork and assessment tasks.
- Demonstrate a deep respect for one another's right to learn and engage in constructive collaboration with peers.
- Self-assess and discuss their progress towards achieving learning goals.
- Select evidence, such as samples of their learning, that best demonstrates the intended learning goals.
- Be an active participant responsible for their own learning and assessment; for example, seek and act upon feedback, setting and meeting goals and deadlines.
- Ensure to cite the sources of information, as described in the Academic Integrity Policy.
- Comply with all specified deadlines and submit all internal assessments in the prescribed format.
- Assess their own performance and the feedback provided by teachers, and then react by selecting the strategies they believe will be most effective.
- Progress toward becoming advocates for their assessment requirements.
- Verify that the work submitted for assessment is genuine, founded on their own original ideas, and properly attributes the ideas and work of others.
- Strive to cultivate the attributes outlined in the IB Learner Profile.

### **The teacher is anticipated to adhere to the following:**

- Understand the purpose of assessment and select age- and context-appropriate strategies.
- Clearly explain the requirements for each piece of work and provide students with pertinent assessment criteria or rubrics.
- Allocate enough time for students to finish each assessment assignment.
- Ensure students have proper access to any required materials to successfully accomplish their assessment tasks.
- Evaluate all work in a suitable manner, offer clear feedback, and return it promptly to the student.
- Make certain that references are correctly cited, following the Academic Integrity Policy.

- Adhere to the prescribed procedures outlined by the IB when supervising school summative assessments, including Term End and Mock examinations, as well as formal IB assessments.
- In the event of evidence of misconduct during an assessment or plagiarism, act as per the policy. (Refer to GGS Academic Integrity Policy).

**The Exam officer is anticipated to adhere to the following:**

- Prepare a schedule for the targeted assessment and share it with the school community.
- Assign invigilation duties and support the training of invigilators with accordance to each programme's internal requirements.
- Collect final question papers from the HODs (both in soft and hard copy formats).
- Make the required number of copies for exam papers, for each subject, prepare data booklets and other exam stationery.
- Keep exam-related materials at the designated secure location. Maintain the confidentiality of the exam material at every point.
- Conduct the examinations as required and distribute papers to respective subject teachers for grading and standardization (wherever applicable).

**The parent/guardian is anticipated to adhere to the following:**

- Be active participants in assessment practices; share personal observations on the impact teachers' assessments have on student progress with the teachers and coordinators
- Support their child's growth, with an emphasis on progress rather than comparison with others.
- Take opportunities to reinforce school learning.
- Engage in constructive communication with both students and teachers.

**Links between the Assessment and other policies**

1. When assessing, teachers follow the guidelines set out in the school's Academic Integrity Policy.
2. The coordinators share the GGS Academic Integrity Policy document with teachers, students and parents. Teachers reinforce the guide throughout the teaching and learning practices.
3. The Librarian explains/teaches the concept of 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.

4. The AI coordinator, librarian, and teachers collaborate to provide instruction and scaffolding necessary for students to use ethical research practices including opportunities to get feedback through their ongoing formative tasks.
  1. Teachers provide students with consistent advice on good academic practice whenever necessary.
  5. Teachers support the school's Academic Integrity Policy and comply with the adopted convention (MLA) for citing and acknowledging sources.
  6. Teachers confirm, to the best of their knowledge, all students' work is accepted or submitted for assessment is the authentic work of the student.
  7. Teachers and the AI coordinator/s provide students with clear guidelines on academic writing and referencing styles required in each subject.
1. 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.
  2. Teachers and the AI coordinator(s)/ provide clear guidelines on group work, especially concerning the assessment and division of tasks among group members and the monitoring of group work to ensure a fair assessment.
  3. 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.
  4. The assessment Policy works in the closest relation with the other policies regulating the work of the school.
  5. The special procedures related to Special Educational Needs are detailed in the Assessment procedures of each programme as they vary depending on the age group and the type of assessment.

## Appendix 1

### **PROGRAMME-SPECIFIC ASSESSMENT PROCEDURES AT GGS**

#### **Assessment in the Primary Years Programme (PYP)**

‘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.’

— IBO (2009). *Making the PYP Happen*

#### **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 identify what the students already know and can do. This is a way to reflect on prior learning, construct the units and lessons in a relevant manner, understand the scope of gaps and required scaffolding, and identify the challenge to re-evaluate teaching and learning strategies. This

also helps to collect data to make the teaching more student-tailored and focused.

2. 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.
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 and 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 reports 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.

### **Assessment in the Middle Years Programme (MYP)**

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity.



The MYP at Genesis Global School received its authorization in 2018, allowing the school to receive the title of an IB Continuum School. The path to full realization of the programme was complex, with the IGCSE curriculum being taught in integration with MYP until May 2023. Now, when MYP at GGS is offered from grade 6 (MYP-1) to grade 10 (MYP-5) as the exclusive Middle Years curriculum in the IB block, the team of educators has many exciting assessment-related endeavors to explore. These include a full alignment of strategies accros the entire programme as well as the opportunity to opt for eAssessments and receive a full MYP Certificate.

### **Assessment aims in MYP are designed to:**

6. Support and encourage student learning by providing feedback on the learning process with ongoing formative assessment.
7. Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
8. Explore unique ways to connect learning to real-life scenarios throughout the formative assessments and in the culminating summative assessment.
9. Inform, enhance, and improve the teaching process with regular assessments.
10. Align the ATL skill categories (Social, Thinking, Communication, Research and Self-Management skills — and the wide variety of skill clusters, including Critical and Creative Thinking, Reflection skills, Affective skills, Media and Information literacy and others) with the assessments in a way that promotes a progression of teaching and learning strategies.
11. Provide opportunities for students to exhibit transfer of skills across disciplines, such as the Community and Personal Projects and Interdisciplinary Learning assessments.
12. Promote positive student attitudes toward learning.
13. Reflect the core value of international mindedness set by the IB, by allowing assessments to be conducted in a variety of cultural and linguistic contexts.

### **Approaches to Learning (ATLs) and connections with assessment**

IB assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. At the same time, the ATL skill structure has the capacity to impact the strategies teachers select when preparing for and completing assessment. Such a multifaceted approach to assessment recognizes the importance of assessing not only the product outcomes, but also (if

not more importantly) the process of learning.

In the MYP program, students embark on a journey of exploring Approaches to Learning (ATL), which encompasses a wide array of skills, comprising of 5 categories:

1. Thinking Skills (Critical, Creative and Transfer)
2. Social Skills (Collaboration)
3. Communication Skills (Communication)
4. Self-Management Skills (Organization, Affective and Reflective)
5. Research Skills (Information Literacy and Media Literacy)

Under the guidance of the MYP and ATL coordinators and the ATL committee, these 'soft skills' are aligned to subject objectives, resulting in a curriculum which is mapped to foster holistic learning, where knowledge and skill-development are balanced. The development of ATL skills enhance effective and efficient learning, allowing students to receive and partake in the formulation of clear performance expectations, developmental goals, and many opportunities for practice, often observed through classroom activities, exit tickets, etc. While ATL skills are not formally assessed in the MYP curriculum, they undeniably play a pivotal role in students' achievements across all subject areas. As dedicated educators at GGS, we provide students with continual, targeted feedback on their ATL skill progression throughout their learning experiences and incorporate formative assessments to facilitate their growth.

It is important to note that with the mapping completed both vertically and horizontally, from MYP to DP, the teachers invest thought and effort into envisioning what the students learning path may be. By anticipating possible future challenges and actively using the ATLs in assessment, teachers support their learners supplying them with 21<sup>st</sup> century skills.

### **Assessment Forms**

The assessment forms in the MYP fully match those outlined in the general section of this policy. MYP students explore diagnostic, formative and summative assessments, incorporating the key programme elements into their structure.

## **Criteria-based assessment**

Criteria-based assessment works as follows:

1. Students' Summative Assessment are assessed against subject-specific criteria. The structure allows students to score a maximum of 8 points in each criterion.
2. There are four assessment criteria across eight subject groups and the Community Project, and three assessment criteria in Interdisciplinary learning and Personal Project. The descriptors for each criterion are unique to the subject group. These descriptors are known as strands that dive deeper into the focus area; these strands serve as conditions that must be met for an expected result.
3. Core subject Service as Action does not use the same criteria format; however, the Service coordinator collaborates with the MYP coordinator and Service supervisors to establish the expectations for each MYP grade. These are then carefully conveyed to the students at the start of each activity or project.
4. Even though the criteria are used to assess only Summative Assessments at the end of each unit (as well as draw the final grade for the report card), 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. In other words, teachers use separate strands, incorporate them into the Formative assessments and assess these strands via verbal feedback.
5. Task-specific criteria are prepared by the teacher for each summative task in accordance with the criterion descriptors given in each subject area. This allows the student to connect the criteria with specific features of the task. With that, the student receives criteria rubrics that indicate the exact scope of work needed to attain a certain grade.
6. In each MYP year, each strand of each criterion should be assessed at least twice for the assessment of each child.

The MYP assessment criteria across subjects are:

	Criterion A (max. 8)	Criterion B (max. 8)	Criterion C (max. 8)	Criterion D (max. 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition (French, German, Spanish, Hindi)	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	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	Investigating	Developing	Creating/ Performing	Evaluating
Design	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 Project	Investigating	Planning	Taking action	Reflecting
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary learning	Evaluating	Synthesizing	Reflecting	

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, metacognitive dimensions of knowledge followed by a reflection of their learning experience.

Assessment criteria progression for years MYP-1, MYP-3, and MYP-5 are provided in MYP subject-group guides. Their use is mandatory to ensure that the high-quality teaching and learning is also age appropriate.

At GGS:

1. Subject Criteria for year MYP-1 is used in MYP-1
2. Subject Criteria for year MYP-3 is used in MYP-2 and MYP-3
3. Subject Criteria for year MYP-5 is used in MYP-4 and MYP-5

At the end of each year, in the report cards, the teachers select the final grade for each student in their subject. They use both the 'best fit' approach to decide on the final mark for each of the criteria used.

### **Moderation of student's work in MYP**

To bring in transparency and to ensure fairness in marking the students' work, teachers practice so-called assessment moderation, which has many forms. These include:

1. Collaborative completion of Task-Specific clarifications and other elements of assessment which serve as the ultimate criteria in a given subject.
2. Random peer-assessment of a student's paper by members of the department who may or may not teach this group; assessment is completed against the criteria outlined in point 1.
3. Moderation may happen parallel to the teacher's assessment or after the teacher has completed their commentary – regardless of the approach, the Head of Department ensures that the commentaries are compared and all if any discrepancies are eliminated.
4. Moderation mainly occurs in summative assessments or when releasing predicted grades for MYP-5 students, however, teachers are encouraged to collaborate on formative assessments as well. This helps align strategies for assessment and promotes creativity and support.
5. Moderation plays a central role in the internal assessment of the Personal Project (PP) in MYP-5 – PP supervisors moderate anonymous student projects, eliminating possible bias and adhering to the clear guidelines set by

the PP Coordinator. As a result, the school engages in sample moderation which involves the school sending a selection of student work to the IB organization for evaluation. This selection should encompass a variety of achievement levels and should fairly represent the school's assessment methods. Subsequently, the IB offers feedback and potentially makes grade adjustments as needed.

## **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 behaviours and skills.
2. Selected response. Tests and quizzes are the most familiar examples of this form of assessment strategy. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate conceptual understanding and further guide to clear any misconceptions. This strategy is particularly useful as formative assessment, easy to administer, providing 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, product, 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) allows the teacher and student to communicate about the processes of learning and can be used for meaningful and purposeful reflection. Regularly recorded reflections in physical or digital mode 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. At GGS, students have their physical or e-portfolios for all subjects, where the learning experiences are recorded. The best samples are collected and displayed during mini-exhibitions, student-led conferences, and subject showcases.

## 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. While developing task-specific clarifications teachers refer to the IB assessment criteria and redraft the task 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.
10. Sets expectations from the task by providing specific command terms for each achievement level.

## 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.

Anecdotal records	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.  Anecdotal records need to be systematically compiled, documented, and organized, and teachers should consider various
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	<p>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>
Continuums	<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>
Students' Samples	<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.</p> <p>Samples are moderated and standardised by the subject experts and are used as reference to assess other student's work.</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>

### **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 judgment reflects 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 analyze 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.

#### Reporting format

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

- Report cards – in which all teachers contribute assessment data from their subject, and which includes summative grades.
- Toddle – 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.
- Parent conferences – in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work (using portfolios).
- Student-Parent-Teacher meeting – in which teachers share students' progress and discuss the plan of action with parents.

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 (Learner Profile) attribute development.

## **Exam procedures in the MYP**

First internal diagnostic testing across Science, Mathematics and English occurs in the second term (April) of MYP-3, to allow the teachers to evaluate the students' 3-year learning journey and to identify future pathways. These assessments do not impact the final grades of the students but are a valuable tool to track attainment.

In MYP-4 and MYP-5, students explore the project component (Community Project in MYP-4 and Personal Project in MYP-5). A more detailed account of each project can be found in the respective subject handbooks. The projects are compulsory for all MYP students; the MYP-5 project is internally assessed and externally moderated for all students regardless of their examination choices.

Per external IB and internal school guidelines:

1. GGS provides a minimum of 50 teaching hours per year (MYP-1, MYP-2, MYP-3) per subject group, and 70 teaching hours per subject over each of the final two years of the programme (MYP-4, MYP-5) for candidates opting to register for IB assessment for an examination session, as prescribed by IB.
2. All students who have completed the hourly requirements in MYP-4 and MYP-5 are eligible for the Full MYP Certificate – the official IB document which verifies the learning and final assessment completed by the student in MYP.
3. MYP eAssessment is optional as GGS provides the options of both onscreen examination and school-based assessment. By default, the school assumes that students run of eAssessments.
4. The decision to take a school-based assessment must be made through an agreement amongst parents, students, and the coordinators fulfilling the minimum requirements of the subject learning hours, prescribed by IB. Conditions to opt for school-based assessments include challenges pertaining to Language, physical and mental health issues, or unexpected life-changing circumstances. In addition, in cases where students have decided for their professional careers (particularly, in sports) and the demands for preparation call for bespoke timetabling, the school considers requests for school-based assessments. In all such incidents, the coordinator is in charge of collecting the relevant documentation and has the verify it via references provided by parents and students.
5. The decision to take a school-based assessment must be made through an agreement amongst concerned parents, students, and the coordinators fulfilling the minimum requirements of the subject learning hours, prescribed

by IB. The decision is followed by written consent.

6. eAssessment comprises of on-screen examinations and ePortfolios.
7. A range of subjects in 5 subject groups: language and literature, language acquisition (with a separate internally assessed and externally moderated speaking component), individuals and societies, mathematics and sciences, as well as the additional interdisciplinary learning are assessed through on-screen examinations.
8. A range of published subjects from arts, physical and health education, and design are assessed through an ePortfolio. The ePortfolios for arts, physical and health education, and design are internally assessed and externally moderated.
9. The Personal Project is submitted in the same manner as the ePortfolios.
10. To acquire the Full MYP Certificate, the IB mandates the completion of 6 on-screen exams, 1 ePortfolio and the Personal Project, however, the students can opt to take on more subjects in both components.
11. The passing grade is 3. To be eligible for the Full MYP Certificate, the student needs to attain a minimum of 28.
12. To receive the full MYP certificate students must also complete Service requirements throughout their tenure with the programme.

## **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 Questions

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

**Term End Exam.** End-of-the-year exam — these papers are graded and are used for official analysis/evaluation of student learning; they are recorded and reported to the school community. This is conducted in December (Term 1), May (Term 2) for DP 1 and for DP 2 once in December (Term 1).

**Mock Exam.** 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 questions that require higher-level thinking skills and are similar to the final IB exam question formats. The keeping of the code of academic Integrity is always ensured. Teachers grade the exams and perform an Exam Analysis for each subject and group of students. The analysis of these Exams 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 make 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  
  1. 'Academic Integrity' document.
  2. 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 IBDP 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 Toddle) 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**

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 Toddle and the predicted grades on IBIS (IB system) as required by the IB standards and Practices. Reports are generated and declared through the Toddle. Teachers maintain assessment information in the grade book available on Toddle 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 Toddle. 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. Assignments/Homework

Submissions of the formative assessments and formative tasks are crucial. Please, note that their marking/grading is based on the submissions, and if missed, there is no resubmission, and they get 0 for non-submitted work. The regular homework will be assigned daily requiring around 15-20 minutes of work and is meant to help students be ready for online interaction and use the same more effectively. Not being ready for the lesson is, indeed, equal to not being present.

For (Quick Tasks on Toddle) the subjects and days are mapped in this form below.

Weekday	Subject Groups
Monday	Group 2 (Language Acquisition), TOK
Tuesday	Group 3 (Individuals and Societies)
Wednesday	Group 4 (Sciences)
Thursday	Group 5 (Mathematics)
Friday	Group 1 (Language & Literature), Group 6 (The Arts)

This mapping means the practice activity given on Tuesday (from Group 3), will be due on the coming Tuesday. The assignment will be locked on Toddle by the teacher and such case will be considered “NOT SUBMITTED”.

## 3. 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.
- The content and language accuracy are 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

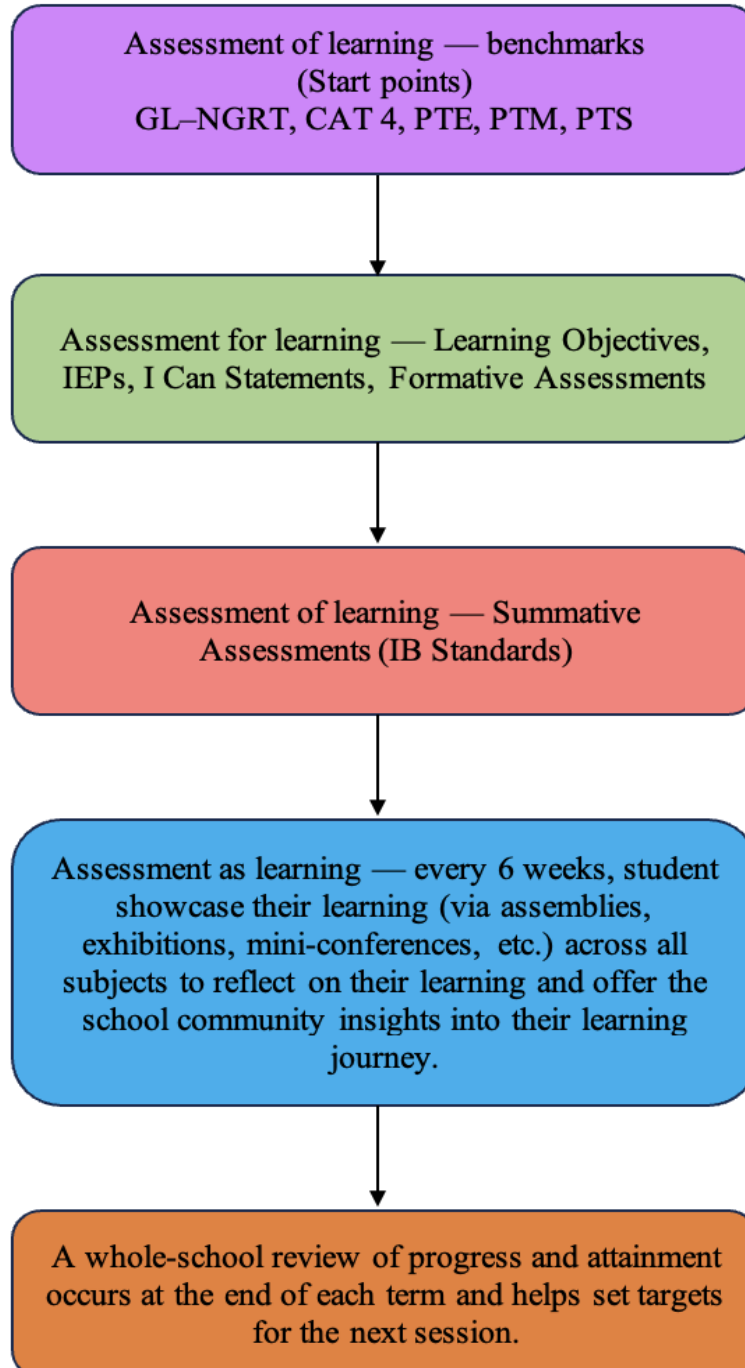
tests/exams should be given to the concerned Coordinator / Principal International Certification. A medical certificate stating illness must be submitted on return to school, in case of illness.

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.

## Appendix 2

### PROGRESS & ATTAINMENT PROCEDURES

#### Summary: Assessment Cycles Model



Term	Meaning
Attainment	<ul style="list-style-type: none"> <li>• The level students reach, usually measured by reference to benchmarks, such as test and examination results.</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>• A measure of the success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>• The gains in learning between two points in time.</li> <li>• This is central and needs to be measured in the short-term and long-term, both by students and teachers, and parents must understand and be included.</li> <li>• It is an integral aspect of assessment, tracking and the setting of learning objectives. It must inform planning and interventions, based on data.</li> </ul>

### **Analysis of Assessment data**

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at various stages in the learning process. Assessment is a valuable tool which helps us to improve the learning of our students. Assessment data analysis helps us to improve our teaching methods and understand student learning styles. Student tracking tools help teachers to know more about the students and their past performances. New teachers find the student tracking data as an especially valuable tool to plan their lessons and understand student performances.

- Assessment provides information about how students learn and to determine what knowledge and skills they have acquired and understood.
- Assessment helps us to diagnose learning problems and student needs.



- Assessment ascertains that learning outcome is in alignment with curriculum objectives and goals.
- Assessment acts as a feedback mechanism for curriculum development.
- Assessment helps to analyze student learning and understand what needs to be improved.
- Assessment helps to highlight student strengths.
- Assessment helps teachers to analyze their teaching and identify areas that need to be altered.
- Assessment helps teachers to highlight student ability and be able to differentiate teaching.
- Assessment helps teachers to offer feedback to parents on their child's performance in a much more meaningful way.
- Assessment helps students to be reflective and partake in self-and/or peer evaluation.
- Assessment allows students to express different points of view and interpretations.
- Assessment helps students to perform at a higher level when challenged.

In 2023, Genesis Global School started a partnership with UK-based assessment company GL Assessments to unify and maintain a clear track record of progress and attainment levels across a variety of subject areas throughout all grades, PYP to DP. The assessments currently offered at Genesis include:

1. CAT4
2. NGRT
3. PASS
4. PT Series (S/E/M)

## Key Features

### **CAT4**

- CAT4 identifies a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning
- CAT4 is unique in the way it can 'unlock potential' - that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving
- A new Spatial Ability test has been developed building on the latest research which confirms the importance of assessing pupils' spatial ability to develop and support spatial skills which are so important across the curriculum and the basis for success in STEM subjects and careers
- Results from CAT can help in intervention, monitoring progress and setting targets for future attainment.
- A brand-new suite of easy-to-understand reports offer richer and far more comprehensive assessment data
- Different reports are available for teachers, senior leaders, parents, and pupils in several formats
- CAT4 has been newly standardised to provide accurate, up-to-date data
- It can be used to inform appropriate target-setting.

**A fully adaptive, standardised, termly reading assessment.**

### **NGRT**

Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly. Particularly useful to identify EAL students who may appear to be competent readers but who could have weak comprehension skills, NGRT provides information about sentence completion and comprehension skills, allowing you to identify where difficulties lie. Being a termly assessment allows for regular monitoring of reading progress and measuring the impact of intervention. A student's reading ability can be benchmarked using the Standardised Age Score (SAS).

The assessment is adaptive - questions are automatically presented based on a student's ability as they complete them, so more gifted students can be challenged while weaker readers are kept engaged.

GSS analyses the results of NGRT to identify strengths that can be further developed as well as areas that require improvement, allowing you to start the process of creating a personalised reading intervention plan, if necessary.

## **PASS**

Pupil Attitudes to Self and School (PASS) is an all-age survey that will help to understand student's mindset towards school, and if they are confident, ready, and motivated to learn. PASS helps to identify barriers to learning to ensure student wellbeing and positive outcomes at a whole school, class, and individual level.

PASS assesses students' attitudes towards themselves as learners and their attitudes to school in order to understand internal and complex reasons behind behavioural issues, low attendance levels, poor attainment and mental health and wellbeing issues.

- A nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children
- Provides easy to read traffic light reporting, helping to pinpoint high risk students
- Provides an objective means to aid communication with parents, carers, external agencies and other professionals supporting young people
- For each PASS Factor, detailed information about the factor is provided, how this might manifest in the classroom, questions to consider from whole school, class and individual level, and practical intervention strategies.
- NEW: PASS Interventions: Reconnections (bank of additional strategies specifically designed to build pupil confidence after a prolonged absence from school)

## **PTs**

Progress Test series helps in measuring attainment in English, Mathematics, and Science. These reports are set against national averages.

- Assesses students' knowledge, understanding and application in English, Mathematics and Science
- Tracks progress at individual and cohort level
- Indicates possible gaps in learning
- Standardised on a large sample of students, with benchmarks verified each year based on analysis of over half a million students across all tests

*GGs assessment coordinators will carefully monitor the implementation of these tests and evaluate the overall impact of the introduced programmes at the end of the 2023-2024 Academic Year, to plan forward.*

**Policy Monitoring**

Date of review: September 2023

Appendix 1- Programme-Specific Assessment Procedures at GGS

Appendix 2- Progress & Attainment Procedures

Reviewed by: Principal and Academic Coordinators.

Date of next review: June 2024

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.