

ASSESSMENT POLICY

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Amity Global School-Gurgaon, Mission Statement:

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

Amity Global School-Gurgaon ,Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ASSESSMENT POLICY:

The assessment policy is a working document developed by Principal, academic coordinators and faculty from each school programme (IBPYP, Cambridge International and IBDP). At AGS, Nursery to grade 5 follow the IBPYP, Grades 6 to 10 follow Cambridge International and grades 11 and 12 follow IBDP. The policy is consistent with the stipulated principles and practices of IB and Cambridge International. Assessment at Amity Global School, Gurgaon involves collecting and analyzing assessment information which is used to drive instruction and to communicate effectively with stakeholders within, as well as outside of, the community. AGS Assessment Policy serves to guide and inform the staff, parents and students' community of the school's assessment practices.

PHILOSOPHY

At AGSG assessment is considered essential to guide the teaching and learning process. Assessment includes both assessment of learners' skills and assessment of learning in various subjects. Assessments help students, teachers and parent have constructive feedback on the progress of student's development. Assessment is holistic and analytical process evaluating the strengths and opportunities for learners. All assessments at AGSG are conducted in a transparent manner. Assessments help students build confidence in their variabilities and take ownership of their learning.

ASSESSMENT IN PRIMARY YEAR PROGRAMME (PYP)

The school community – learners, teachers, parents, and management should have a clear understanding of what is being assessed and why; the method used to assess; and the success criteria of each type of assessment.

PURPOSE OF ASSESSMENT (WHY)

At AGSG, in the primary years the objective of assessment is to provide feedback to students and feed forward on the learning process.

- To students to meet their identified
- To teachers - to identify student strengths and to give an insight into students' understanding. Student Learning is promoted through planning and refining the teaching and learning process through
- To management – to evaluate student and teacher

- To parents – a feedback about the progress of their children.

The data gathered from these assessments enable teachers to plan and refine their teaching strategy.

Teachers ensure specific, constructive and timely feedback on the development of knowledge, conceptual understanding and skills. Assessment will be reflected upon and should effectively guide students through the PYP framework of learning the acquisition of knowledge, understanding of concepts, mastering of skills and decisions to take action.

PRINCIPLES OF ASSESSMENT

A variety of resources and approaches are used at AGSG to meet the needs of all learners. Backward by design approach is utilized to ensure the appropriateness of assessments for the learning objectives.

The following are characteristics of effective assessment at AGSG:

- authentic with connections to the real world
- diverse and varied in method to address student variability
- differentiated and ongoing to meet the individual students learning needs without cultural, ethnic, racial or gender
- concise and clear
- meaningful and relevant to the student
- inclusive of relevant and timely feedback with feedback to feed forward to support future

WHAT TO ASSESS?

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

- Acquisition of knowledge
- Conceptual Understanding
- Development of Skills
- Developments of Dispositions
- Where students are in their learning journey
- Explore and Engage in Inquiry
- Multiple contexts to make connections with the real world
- Learn Collaboratively
- Take meaningful action

HOW TO ASSESS?

Assessment at AGSG is an ongoing process and includes the 4 dimensions of assessment: Monitoring, Documenting, Measuring, Reporting.

They are:

Monitoring: Monitoring checks for progress against learning goals and success criteria. Strategies- Observations, questioning, discussions of learning with peers and teachers and feedback

Tools -Open-ended tasks, written or oral assessments, portfolios

Documenting: It is compilation of evidence of learning. Documentation can be digital or physical and recorded in a variety of ways. It helps make learning visible and is shared with others. It reveals opportunities to learning goals and success criteria.

- Strategies- variety of forms-media and digital, Learning journals, stories and portfolios
- Tools-Rubrics, checklists, exemplars, anecdotal records and

Measuring: It ensures teachers capture what the student has learned. It helps collect data points which can be analysed and used to further inform learning and teaching. A range of strategies and tools over time which are compiled to provide the picture of student progress and achievement over time.

Reporting: on learning informs the learning community about their progress in terms of acquisitions of knowledge, development of conceptual understanding, skills and dispositions.

REPORTING

Amity Global School Gurgaon provides meaningful feedback consistently to students, parents and community members through parents/teachers /student meetings, student - led conferences and report cards

End of term reports will:

- be provided every term – twice a year
- reflect academic and non-academic learning
- be followed by opportunity for discussion between the child, parents/guardians and teacher
- include students' self-assessment and reflection with comments by teacher and parent

THE EXHIBITION

The Exhibition is the culminating experience for the IB primary years programme. It requires students synthesize their prior knowledge and to apply it in a self-directed manner. The exhibition provides an authentic assessment of learning of the PYP years. The subject of the exhibition is a

student selected, real world problem which warrants an extended investigation. It is a celebration which unites students, teachers and families in an activity which represents the essence of PYP approaches to learning embedded with the IB learner profile. Exhibition is undertaken by students in their final year (Grade 5) of the PYP. The exhibition represents a significant event in the life of our school, encapsulating the essence of PYP and encouraging younger students to look forward to their final year of the programme and their future participation in the community at large.

ASSESSMENT IN THE CAMBRIDGE INTERNATIONAL (LOWER SECONDARY and IGCSE)

Assessment has purposes that are essential to the education process. These include assessments for learning (providing feedback in support of the learning process) and summative assessment (determining a learner's level of development).

PURPOSES OF ASSESSMENT

Assessments inform school community about learners' depth of understanding and their acquisition of specified subject skills. Assessment of specific and transparent educational standards enable the benchmarking of the learner achievement on the international scale. Educational standards are referred to criteria which relate to the objectives of students' learning. Assessments are planned and designed alongside the curriculum and particular attention is paid to ensure that all assessments are valid, reliable and fair.

AGSG has two terms, Term 1 from July to December and Term 2 from January to June. There will be one round of summative assessment for each term in all subjects and a term end assessment. Report cards are given at the end of every term.

In order to reinforce learning and encourage students to be active learners, students are assessed on term end assessments, summative assessments and ongoing formative assessments which includes class assignments, research work and presentations.

The students are encouraged to appear for the Checkpoint exams in Grade 8 to test their skills in English, Mathematics and Science.

In Grade 10, students appear for mock examinations in March which help teachers to assess them and support them better for Cambridge IGCSE examinations.

ASSESSMENTS IN IBDP

In keeping with the ethos of approaches to learning, AGSG makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self- assessment. The assessment process in IBDP at AGSG prepares students for the IBDP examination. The principles of assessment follow the guidelines given by IB. Regular school assessment and reporting plays a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Teachers organize continuous assessments over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group.

Type of Assessment at AGSG

Formative assessment:

It is an ongoing assessment based on research work, presentation, class assignment, concept test, quiz, group discussion, role play etc. which are assessed based on Task specific rubrics prepared in accordance with the grade descriptors given in each subject area. This assessment plays a vital role in all round development of students by developing many ATL skills and infuse learner profile attributes.

Summative Assessment: / Term End Assessment.

Assessment calendar and important timeline and deadlines for the coursework submission are published in almanac and parents and students are oriented in the beginning of the academic session regarding the assessment process and requirements to achieve IB Diploma.

AGSG has two terms, Term 1 from July to December and Term 2 from January to June. For IBDP, there will be one round of summative assessment for each subject and a term end assessment. Report cards are given at the end of every term. In Grade 12, students appear for mock

examinations in March of their 2nd year which help teachers to assess students and support them better for IBDP examinations.

Stages of assessment cycle at AGSG:

- **Preparation of exam paper:** prepared by subject teachers in accordance with ib guidelines under supervision of HODs and
- **Conduct of examination:** All internal written examination is being conducted in actual exam condition following IB
- **Marking and grading:** Marking of all answer script done by subject teachers according to marking scheme grade awarded according to grade boundaries decided by subject teachers under the guidance of HODs and DPC. The marking and awarded grade are reviewed by subject
- **Feedback to feed forward:** Feedback provided to students and strategies to improve are discussed in detail.
- **Reporting:** For all internal summative and term end assessment, Students are awarded grades according to IB guidelines. Detailed progress report provided to students and parents after each term end examination followed by PTM (parent-teacher meeting)

- **Reflection and Assessment design:** Teachers reflect on the quality of assessment in conjunction to the learners' progress and plan and prepare for the next assessment

Assessment of Core and externally assessed components: (EE/TOK/HL Essay/ VA process portfolio/CAS)

Learners are being guided by subject experts following IB guidelines. Deadline for all submissions is published in almanac and reinforced time to time. Academic integrity is followed throughout the process and after assignments are submitted, they are processed through Turnitin to further ensure the authenticity of the work.

CAS is an ongoing process and are awarded a completion based on fulfillment of all requirements and criterion of all three strands of CAS: Creativity, Activity and Service.

Internal Assessment:

Learners are guided by subject teachers following IB guidelines. Students are encouraged to do extensive research and follow subject specific criterion for their work. Academic integrity is followed throughout the process and after assignments are submitted, they are processed through Turnitin to further ensure the authenticity of the work.

Standardization of marking of IAs:

- subject teachers of the same subject/group sit together to discuss the criterion marking of the coursework to achieve
- All subject teachers are required to adhere to this standard in their own
- After marking done by the teachers, HODs of the subject go through the marking, discuss with the concern teachers, and do the moderation if
- Subject teachers revisit all the coursework and do the remarking according to suggestion given by the

Awarding Predicted grades:

- The Predicted Grade (PG) are awarded to students by concern subject teachers based on evidence gathered regarding students' academic performance and development of their coursework in the subject.
- PGs from all subject teachers are compiled by college counsellor and kept in As a policy of AGSG, PG are directly uploaded to university portal by referee or the college counsellor.
- PG's may be used by university to process the admission application of candidate who seeks admission in that
- PGs for IBO are awarded based on students' performance in mock examination and internal assessment in the subject.

IBDP Final Exam and Grade awarding:

Final IBDP written examination is taken by IBO during the month of April- May. Examination is conducted in school adhering tightly with all rules and regulation set by IBO. The result is published on IBIS mostly in first week of July. Diploma awarded to a student or not, depends on many factors and grade boundaries decided by IBO by keeping in mind numerous factors. School supports students to apply for "Enquiry upon result" if they are not happy with the grades achieved.

Roles and Responsibilities of school community

Roles and Responsibilities of subject teachers:

1. To ensure involvement of all students in the assessment process, by explaining the objectives and process of assessment and also in self-assessment or peer assessment
2. To communicate all information regarding planned assessment to students, parents and DPC in timely
3. To prepare a focused and effective assessment (formative or summative) tools to enhance students'
4. To provide timely and effective feedback to feed the learning.
5. To prepare assessment to assist differential learning
6. To maintain assessment profile of each
7. To work collaboratively with DPC and other subject teachers to provide opportunity to develop ATL skills and IB learner profile attributes along with assessment of core

Roles and Responsibilities of Principal and DPC

1. To provide opportunities to all teachers for professional development (external/internal) to keep them updated to latest development in IIBDP assessment
2. To provide enough opportunity to teachers to plan an effective assessment and collaborate with
3. To ensure the conduct fair and focused summative and term end assessments.
4. To create a school culture that actively encourages academic integrity in all
5. To comply with all the mandate guidelines to conduct fair IBDP Final exams in
6. DPC must support the IB in the prevention, reporting and investigation of any
7. To provide enough opportunity to students, parents and teachers to discuss assessment and students' progress.
8. Timely submission of all coursework to IBIS portal for

Roles and responsibilities of students

1. To participate in assessment activities to the best of their abilities and in accordance with the IB learner
2. To maintain confidentiality and privacy in relation to their personal data and assessment
3. To have their individual learning needs and circumstances taken into account when participating in assessment
4. To ensure that assessment materials are submitted on time and meet the requirements of the assessment
5. To respect the intellectual property rights of others and to properly cite sources and
6. To maintain academic integrity in all aspects of
7. To actively seek out opportunities for feedback and improvement in their own
8. To support and encourage others in their learning and assessment

Roles and Responsibilities of Parents or legal guardian

1. To encourage their children to participate actively in all type of
2. To provide support to their children with the scheduling of their work and ensure timely submission of all coursework.
3. To read the AGSG assessment policy and IB integrity policy and seek clarification if any point is not clear to
4. To encourage their children to ask their teacher for advice if they are having difficulty with their work rather than resorting to any means of
5. To communicated timely and effectively with teachers to be aware of their wards'

PLAN FOR IMPLEMENTATION AND REVIEW

The Principal and Pedagogical Leadership Team accept the responsibility for ensuring the assessment policy is put into practice. Teachers and programme coordinators will communicate assessment policy to parents, and the ICT department will ensure electronic posting on the school website. The Leadership Team will regularly evaluate implementation of assessment policy as evidenced by classroom observations and school presentations.

AGS Assessment Policy will be reviewed every three years or earlier as needed by the pedagogical leadership team.

Reviewed on: 27th February 2023.

RESOURCES

- Assessment principles and practices—Quality assessments in a digital age
- Assessment principles and practices—A guide to assessment for teachers and coordinators
- Diploma Programme Assessment procedures 2022 (IBO, September 2021, updated November 2021)
- IB Academic Integrity (IBO, October 2019)
- From Principles into Practice (PYP), MY IB

Implementing the curriculum with Cambridge-A guide for school leaders 2016