



## 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 Head of School, 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.

## **ASSESSMENT IN PRIMARY YEAR PROGRAMME (PYP)**

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

## **PURPOSE OF ASSESSMENT (WHY)**

At AGS, 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 goals.
- 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 assessments.
- To management – to evaluate student and teacher performance.
- 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 AGS to meet the needs of all learners. Backward design is utilized to ensure the appropriateness of assessments for the learning objectives.

The following are characteristics of effective assessment at AGS:

- Authentic with connections to the real world
- diverse and varied in method to address different learning styles
- differentiated to meet the individual students learning needs.
- concise and clear
- meaningful and relevant to the student
- inclusive of relevant and timely feedback with feedback to feed forward to support future learning.

## **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 AGS is an ongoing process. Assessments in AGS include 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 portfolios.

**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 – Two in a year
- reflect academic and non-academic learning
- be followed by opportunity for discussion between the child, parents/guardians and teacher
- include student self-assessment and reflection with comments by teacher and parent

## THE EXHIBITION

The Exhibition is the culminating experience for the IB primary years program. 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 schools and the learners about their 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.

AGS has two terms, Term 1 from April to September and Term 2 from October to March. For Cambridge International, there will be one round of Unit Test for each subject and a term end assessment. Report cards are given at the end of every term.

In order to reiterate learning and encourage students to be active learners, students are assessed on term end assessments, Unit Test 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 December which help teachers to assess them and support them better for Cambridge IGCSE examinations in March series.

### **ASSESSMENTS IN IBDP**

In keeping with the ethos of approaches to learning, AGS makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment. The assessment process in IBDP at AGS 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 programme.

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. Task specific rubrics are prepared in accordance with the grade descriptors given in each subject area. Academic progress is internally assessed and IB assessment grades are given accordingly. AGS has two terms, Term 1 from April to September and Term 2 from October to March. For IBDP, there will be one round of Unit Test 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 which help teachers to assess students and support them better for IBDP examinations.

### **PLAN FOR IMPLEMENTATION AND REVIEW**

The Head of School 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.

### **RESOURCES**

- From Principles into Practice (PYP), MY IB
- Implementing the curriculum with Cambridge-A guide for school leaders
- Diploma programme assessment Principles and Practice

### **Reviewed by:**

**Head of School**

**Academic coordinators: PYPC, CIC, DPC**

**Exam officers: CI and IBDP**

**Teacher Community as contributor**

**Reviewed on: 4<sup>th</sup> December 2025**