



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.

PURPOSE OF ASSESSMENT

At AGS, the objective of assessment is to provide feedback to students and feed forward on the learning process. Student Learning is promoted through planning and refining the teaching and learning process through assessments.

- For students - to meet their identified goals.
- For teachers - to identify student strengths and to give an insight into students' understanding.
- For management – to evaluate student and teacher performance.
- For parents – feedback about the progress of their children and way forward for their learning.

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

WHY 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

DIMENSIONS OF ASSESSMENT

Assessment at AGS is an ongoing process. Assessments in AGS include the 4 dimensions of assessment:

- **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:** It informs the learning community about their progress in terms of acquisitions of knowledge, development of conceptual understanding, skills and deposition.

REPORTING OF ACHIEVEMENTS:

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

Roles and Responsibilities of Stakeholders

Students' Roles & Responsibilities:

- Students should be well informed about the school calendar, exam schedule and deadlines for the entire academic session.
- They have the right to clear guidance on assessment criteria, rubrics, and deadlines, as well as access to feedback for improvement.
- They must submit authentic work on time, adhere to academic integrity by avoiding plagiarism or misconduct, and actively engage in self-assessment and reflection to track progress.
- Students are also entitled to inclusive arrangements for special needs, such as extra time or support, while taking responsibility for meeting CAS requirements and preparing for both internal and external assessments

Teachers' Roles & Responsibilities:

- Teachers should be well informed about the school calendar, exam schedule and deadlines for the entire academic session.
- Teachers have the responsibility to familiarize students with assessment rubrics, provide timely formative feedback, and conduct internal moderation for consistency across classes.
- They must upload accurate internal assessment grades to the IB portal and participate in professional development to enhance assessment literacy.
- Rights include leadership support for collaboration, time allocation for marking and analysis, and resources to deliver high-quality instruction aligned with IB standards

Parents' Roles & Responsibilities:

- Parents should be well informed about the school calendar, exam schedule and deadlines for the entire academic session.
- Parents are entitled to regular reports, progress updates via portals like ManageBac, and participation in parent-teacher conferences to discuss their child's performance.
- They must ensure a supportive home environment, monitor deadlines, promote attendance, and stay informed about school and IBDP assessment practices.
- Parents also have the right to communicate concerns with coordinators while supporting academic integrity at home.

School Management's Roles & Responsibilities

- School management must ensure policy implementation aligns with IB standards, provide training on assessment and academic integrity, and analyze data for school improvement.
- They are responsible for scheduling assessments, securing exam conditions, and authorizing access arrangements for special needs.

- Roles include leading reviews every few years with stakeholder input and communicating policies via school resources.

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 IN PYP

Assessment for learning (check for understanding) – assessment for diagnostic purposes, to test previous knowledge and during the teaching learning process.

Assessment of learning (culmination of learning) – Purpose is to report on the progression of learning done at the end of each unit.

Assessment as learning – purpose is to support students in becoming independent, self-regulated and life-long learners through interaction with peers, teachers and self-reflection. It is continuous and entails planning, monitoring and reflecting on developed goals to modify and adjust learning.

HOW TO ASSESS

Observation: Learners are observed by the mentor often and regularly. The observation can be a group observation or individual observation.

Performance Assessment: Learners are assessed on the goal-directed tasks with established criteria. These tasks are usually multimodal and require the use of many skills: Audio, video, and narrative records.

Process Focused Assessment: The Learners are observed often and regularly, and observations are recorded in many forms. Checklists, inventories, and narrative descriptions are common methods.

Selected Responses: One-dimensional exercises. Tests and quizzes are the most common examples of these.

THE EXHIBITION

The Exhibition is the culminating experience for the IB primary years program. It requires students to 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 selected student, 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.

Roles and Responsibilities of Stakeholders within the framework of IB PYP

Roles and Responsibilities of students: -

- Within the framework of the IB Primary Years Programme (PYP), students have the right to understand the purpose and criteria of assessment tasks and to receive timely, constructive and meaningful feedback that supports their improvement and growth.
- They are provided with multiple opportunities and varied ways to demonstrate their understanding and learning and are encouraged to actively engage in self-assessment and peer assessment processes. These practices enable students to reflect on their learning and set personal learning goals while ensuring that assessment remains fair, transparent and developmentally appropriate.
- Students are also responsible for actively participating in assessment tasks with honesty and integrity and for engaging sincerely in the learning process.
- They are expected to reflect on the feedback they receive and use it constructively to improve their understanding and performance. As they develop learner agency, students take increasing ownership of their learning by setting goals, reflecting on their progress and identifying areas for growth.
- They also contribute thoughtfully and respectfully to peer and self-assessment, thereby supporting a collaborative learning environment.

Roles and Responsibilities of teachers:

- Within the framework of the IB Primary Years Programme (PYP), teachers have the right to receive professional support and training in effective assessment practices and to exercise professional judgment in designing and implementing appropriate assessment strategies.
- They are encouraged to collaborate with colleagues to ensure consistent and balanced assessment practices across the programme and to access the necessary tools, resources and time required to conduct meaningful assessment.
- Teachers are responsible for designing authentic, ongoing and varied assessments that align with PYP learning goals and support student understanding.
- They communicate clear expectations and success criteria to students and provide timely, constructive feedback that promotes student growth. Teachers also document and monitor student progress using a range of assessment strategies and communicate student learning effectively with parents and school leadership to ensure a shared understanding of student development.

Roles and Responsibilities of parents and guardians

- Within the framework of the IB Primary Years Programme (PYP), parents and guardians have the right to receive clear information about the assessment approaches used in the programme and to be informed about their child's progress, strengths and areas for development.
- They are provided opportunities to engage in meaningful dialogue with teachers regarding their child's learning and to understand how assessment supports their child's holistic growth and development.

- Parents and guardians are responsible for actively engaging in conversations about their child's learning and progress and for supporting their child in reflecting on feedback and setting learning goals.
- They are also encouraged to maintain open and constructive communication with teachers to support student learning and development

Roles and Responsibilities of school leadership

- School leadership has the right to monitor assessment practices to ensure alignment with the expectations and standards of the IB Primary Years Programme (PYP) and to gather and analyze assessment data to support school improvement and curriculum development.
- At the same time, school leadership is responsible for ensuring that assessment practices align with the philosophy and requirements of the PYP.
- They provide professional learning opportunities related to assessment, ensure consistency, fairness and transparency in assessment practices across the school, and establish structures that support collaborative planning, reflection and moderation among teachers.

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 program
- 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 all stake holder and the same will be published 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 two 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: 26th February 2026