



Assessment Policy



Cambridge Assessment
International Education



Ahmedabad International School

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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.

AIS mission statement

We believe that education has the power to help us to 'make ourselves' both the teacher and the taught. For in its true sense, it is the process of 'leading out'- enabling every one of us to blossom to our full potential. This is a continuous life long process that can be achieved only when each one of us is propelled by our inner desires and longings-in today's world.

We are firmly committed to the objective of developing "self learning" which in turn brings about the process of "life long learning".

It is this SWAYAM that we seek.

AIS vision statement

We believe in "SWAYAM". The initiation of the self to seek and celebrate knowledge, raise our own bars of excellence, become lifelong learners and attain the pinnacle of success.

To achieve this we provide a stress-free happy learning environment to become a rational and responsible citizens of tomorrow.

We groom the student to have a resilient mind, help discover the treasure within, scale new global heights and excel in life. Train them to dream and develop the immense potential, on the solid foundation of knowledge, skills and values of life, to adjust and adapt to learning that is dynamic and vibrant. We encourage students to reach the Gateway of the Global platform to make dreams come true.

Following IB standards were kept in mind while drafting the policy

Standard and Practices (2020)

5. The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.

5.1 The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment.

5.2 The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

5.3 The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.



Philosophy

Assessment is an important part at Ahmedabad International School. Our goal is to address the requirements of all the programs in this document and adhering to all mentioned and prescribed norms by the various boards.

Assessment is an integral part of learning and teaching in all boards run by Ahmedabad Internationals School (AIS). The purpose of assessment at AIS is to provide information on student learning, improve student learning and contribute to the efficacy of the learning programmes. Assessment focuses on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. It is a positive and supportive mechanism that enhances student learning, teacher methodologies and parent support in the overall development of student achievement.

It is an ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment will reflect best practices that support the learners' and the teachers' in the advancement of student learning.

Assessment is an ongoing process of gathering information, analysing and reflecting on it to make informed and consistent judgments to improve future student learning.

We have come to recognize that assessment is complex and often subjective. Therefore, we are constantly working, as a staff, toward agreeing to build an accurate and efficient assessment policy where criterias are clearly set, assessment strategies and tools are varied; and sharing and reporting becomes a meaningful tool for students, parents and teachers. We also comply with the guidelines set by the Gujarat State Education Board, which includes the use of standardized report cards that must be issued at least twice a year. AIS uses this report in conjunction with evaluations that reflect the philosophy and objectives of the IB (PYP and DP) and Cambridge Lower secondary, IGCSE and A level programme. They are exams that are designed to match the National benchmarks, Cambridge assessment guidelines and IB Scope & Sequence.

Ahmedabad International School is an international-minded school providing its students with both a worldwide perspective and a strong connection to the local communities in which we live. We offer many opportunities for families and communities involved in the

education of our students. Our educational approach focuses on holistic development which in turn will nurture the intellectual, emotional, and social needs of each child. We recognize and value the unique abilities of every child. Our teachers are committed to maximizing the academic success of each student by providing innovative instruction based on good educational practices.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

The IB mission statement can be viewed at: <https://ibo.org/about-the-ib/mission/>

The IB learner profile can be viewed at: <https://ibo.org/benefits/learner-profile/>

Aims of assessment:

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also provides information on student's learning to parents, administrators and stakeholders.

Characteristics of effective assessment:

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Role of the student:

- Designing and creating SMART goals and establishing achievement targets; reflecting on their learning and planning the next steps
- Understanding self-assessment criteria and discussing their own progress
- Selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Designing assessment rubrics, check list and success criteria
- Drawing on feedback to adapt their learning and identify where and when to make improvements.

Role of the teacher:

- Supporting students to become assessment capable
- Using multiple strategies and tools to determine what students know and understand
- Giving appropriate feedback to support learning
- Reporting student progress with the learning community through data
- Creating opportunities for students to demonstrate their learning and development
- Using assessments to reflect and adjust their own practices

A pictorial representation is given in appendix - 1

Role of all stakeholders:

- Understanding the process and purpose of assessment
- Understanding what constitutes quality *वधीतमस्तु*
- Understanding of how data is collected, analysed and reported
- Sharing a common language for assessment and communication
- Knowing the standards set by IBO are met
- Using assessment as a measure to determine the effectiveness of the curriculum delivery
- Building collaborative and inclusive community of teachers, learners and striving for excellence



Primary Years Program Assessment Policy

2018-2023



Assessment in PYP Pre K to grade 5

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

What should we assess?

The PYP assessments develop internationally minded students and to this aim concepts, skills and knowledge are developed. The teachers create varied opportunities for students to demonstrate their learning. The criteria for assessment must be known to students at the beginning of the inquiry and should be documented in one of the PYP planners, an adapted planner or the PYP planning process. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.

1. Inquiry Process

PYP assessment not only looks at the product of learning but emphasizes more on the process as well. Hence, it becomes important to monitor and document the process of inquiry. Careful observation of the Inquiry process allows the teacher to know the following:

- Depth and breath of the students inquiry
- Knowledge and development of the subject and skills
- Conceptual understanding and application of it in real world
- The ability of the students to collaborate and also be an independent learner

2. Conceptual understanding and approaches to learning

Concepts need to be explained, applied, recalled and transferred. The monitoring and measuring of the same needs to be done over the period of learning. These concepts and skills need to be documented at various points and phases of their learning journey. Hence, teachers need to adopt a flexible way to document and record the understanding of concepts over time.

In order to assess conceptual understandings the following are the pointers:

- Give more time and prompt them to move beyond factual understanding to make connections and discuss deeper understandings*.
- Use **exit cards** strategy for students to list their understanding of the concepts and questions they may still have.
- Provide opportunities for students to **think in pairs or small groups** to encourage deeper discussions.
- Ask **open-ended questions**: For example, “What do you think?”, “How could you change the issue?”, “What other alternatives are there?”.

How to assess

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Pictorial description of these aspects have been given in *appendix - 1*

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

1. Observations

All students are observed often and regularly, with the teacher taking a focus varying from wider to closer i.e. from class to individual and from non-participant (observing from without) to participant (observing from within).

Observation of:

- Individual and general class behaviour
- Student interactions
- Skills - reading, listening, logical thinking and lateral thinking skills.
- Response to instructions
- Student application of what has been learnt
- Student health and circumstances
- Team work

2. Performance assessments

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often used for this kind of assessment.

Assessment is based on performance during:

- Role-play
- Presentation
- Demonstration
- Problem-solving
- Response to challenges

3. Process-focused assessments

The students' trans-disciplinary and other skills are observed and recorded by noting the typical as well as non - typical behaviours. Collating multiple observations enhances reliability, and synthesizes evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing.

Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations. Assessment of process driven assignments would focus on:

- Research effectiveness
- Project work
- Transdisciplinary skills
- Typical and non-typical behaviours
- Behaviours over time (i.e. multiple observations)
- Behaviours in different contexts, with synthesis of evidence

4. Selected responses

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example on:

- Written Test performance
- Oral Test performance
- Quiz responses

5. Open-ended tasks

Are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, is included in the portfolio.

Documenting learning

Documentation is both physical and digital, and is recorded in a variety of media forms like learning journals, learning logs, portfolios.. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Documentation tools could include examples, checklists, rubrics, anecdotal records, continuums, portfolios.

1. Rubrics

Is an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics are co - constructed with students. The rubrics are used in all forms of assessments.

2. Exemplars

Samples of students' work serve as concrete standards against which other samples are judged. Generally there is a benchmark for each achievement level in a scoring rubric. Teachers are encouraged to set benchmarks that are appropriate and usable within the particular unit context.

3. Checklists

These are lists of information, data, attributes or elements that are presented. These checklists are mostly co constructed by the students and teachers.

4. Anecdotal records

Anecdotal records are brief notes based on observation of students.

5. Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the process.

6. Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines.

Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and weaknesses as well as areas for improvement throughout the year.

Students take ownership of their portfolios with the guidance of the teacher.

Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. The balance of ‘teacher-selected’ versus ‘student- selected’ content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items.

A variety of media is represented in *Table - 1 (appendix - 1)* to reflect different learning needs including drawings, photos, voice recording, videos, and multimedia. Portfolios are maintained and managed on the Toddle platform.

Measuring learning

The measure of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Self and peer assessments, Prior Knowledge assessments, DIBELS

School has opted for DIBELS (DORF and DAZE)* standardized tests to measure students’ reading and comprehension performance.

Analyzing learning

The teachers use a range of methods and approaches to gather information about a students’ learning. They record this information using a variety of tools and strategies like PPTs, toddle software, photography evidence and video recording.

The school uses this data to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability.

Assessment practices

While school accountability reforms in many countries have put a spotlight on standardized assessments, education scholars are increasingly calling attention to the need to focus on assessment that connects student learning in a meaningful way (Stiggins 2002; Absolum et

al. 2009). Firm evidence supports the efficacy of assessment **for** learning and assessment **as** learning on student outcomes, for they are an essential component of what students and teachers do in the classroom (Black, Wiliam 2010).

The three assessment practices—**for** learning, **of** learning and **as** learning—serve different purposes. Of these practices, assessments **for** learning and **of** learning strongly align with the centrality of the PYP inquiry process and can support students’ cognitive, social emotional and behavioural development (Harlen, Johnson 2014). These practices may be formal or informal and internal or external. PYP students’ learning is evaluated through a combination of these practices. The purpose, timing and features related to these assessment practices are given in *Table - 2 (appendix - 1)*.

Assessment for learning is learner-centred, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance (Griffin 2014). Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.

Assessment produces evidence of student learning. Continuously monitoring, documenting and measuring learning, and then analysing assessment data, provides insights into students’ understanding, knowledge, skills and dispositions. Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers.

Assessment as learning promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

Reporting learning

Reporting on assessment at AIS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all stakeholders.

Conferences and Meetings

1. Three way conferences

Three Way Conferences are formal reporting sessions led by the students with the support from teachers to share their learning with parents. The three way conference is also a platform for students to identify and set their SMART** goals.

2. Student-Led Conferences

The Student-Led Conference is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only.

3. Parent Teacher Meetings

PTM's are held at the beginning, middle, and at the end of the year. They are formal discussions with the teachers and help with the discussion of the overall participation of the child in class activities and academic progress of the child.

PYP Approaches to learning are reported through a continuum, while all other components of the programme are covered through the written comments. The students' information on the performance and development is communicated to parents through many ways.

Class Assemblies

Class assemblies are held once a year. These assemblies display the student's learning of the 5 essential elements of PYP and demonstrate the learning under that unit's central idea. An assembly not only highlights and but enables the students to understand and demonstrate the PYP Learner Profile Attribute(s).

The PYP Exhibition

The PYP Exhibition is the culmination of the entire Primary Years Programme. It happens in the final year of the Primary Years (Grade 5 at Ahmedabad International School), which aims to celebrate and share students' learning with the whole community. The exhibition provides a culminating experience of the learner's engagement with PYP. It marks a rite of passage, both symbolic and actual, from the PYP to the Secondary School.

All pieces of work taken in the PYP Exhibition are selected by the students and include an exhibition reflection. The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the essential elements of the PYP (knowledge, skills, concepts, disposition 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.

Written Report cards

Report cards are developed keeping in view the curriculum aligning with IB Requirements. The reports are based on the effort and achievement for early years whereas the process of learning and the knowledge gained for grades 1 and above. It gives a measure of the students grasp of the concepts addressed in the Unit. The Report card informs of student progress and areas of improvement in various disciplines of UOI, Learner profile attributes and the Transdisciplinary skills of a child.

Descriptors used for Early Years Pre K to K 2 :

Abbreviation	Value	Description
I	Independent	Exemplary application of skills
D	Developing	Proficient application of skills
E	Emerging	Intermediate application of skills
L	Limited progress	Novice at application of skills

Descriptors used for Grade 1 to 5 :

Abbreviation	Value	Description
I	Independent	Exemplary application of skills
D	Demonstrating	Proficient application of skills
E	Evolving	Intermediate application of skills
A	Acceptable	Basic application of skills
L	Limiting	Novice at application of skills
Ab	Not assessed	The child was absent for the assessment
N/A	Not applicable	Not applicable

Reflecting

Teacher feedback

Teachers have information that help them form groups, plan the programme and be aware of those with special needs. Differentiation techniques are incorporated to ensure that different learning needs are met.

Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals.

Teacher feedback can also aim at challenging students’ reflection on misconceptions. Supporting students’ correction of misconceptions removes potential barriers to learning and enhances deeper conceptual understanding (Hattie 2012).

Peer feedback

Peer feedback is a key activity through which students appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to listen and to be listened to.

Students who provide feedback to peers also benefit: in giving feedback, they increase their assessment capability. Peer feedback also gives teachers information about how a student’s understanding of a learning experience is similar to, or different from, their peers.

Assessment Cycle Reporting



For Grades Pre K - 5 in PYP, the school year is divided into two terms. The school has a unit reporting system through the Toddle platform for Grades Pre K to 5. A report card is generated for every unit of inquiry for inside and outside the programme of inquiry. Apart from this, a term report card is generated twice a year.

The assessment cycle for the Grades is as under:

Type of Reporting	Frequency
Parent Teacher Meeting	Thrice a year <ul style="list-style-type: none"> ● Beginning of the year ● End of Term I ● End of Term II
Student Led Conference	Once a year
Three way Conference	Once a year
Class Assemblies	Once a year

PYP Exhibition	Once a year
Written Reports	<ul style="list-style-type: none"> ● Every unit of inquiry ● Standalone Units ● Scholastic Report - Term I ● Scholastic Report - Term II

Role of ICT in Assessments

We integrate ICT as a tool in the teaching and learning as well as assessment. Students use Google slide presentation, google docs, padlet, google sheet to present or research or reflect on the assessment tasks.

Learning Support Needs

Learning Support Needs are identified with the help of various assessments in collaboration with the home room teachers. The inclusion model is used at AIS so Learning Support staff works alongside home room teachers in class. Students who need extra practice spend time with the Learning Support teacher outside the classroom on a temporary or occasional basis to enable them to meet particular goals. This practice is exceptional and will be regularly reviewed. Parents are informed about the progress of the child. Learning Support staff is always happy to discuss children’s individual needs with parents by appointment. External referrals may be made when necessary.

Appendix - 1 (PYP)

Role of the teacher - a pictorial representation:

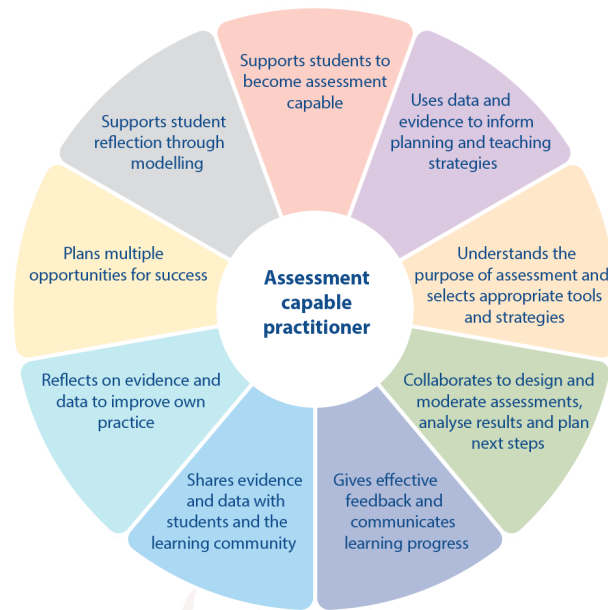


Figure AS02 Assessment-capable teacher

Four dimensions of PYP assessments

Each of the below given aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



Figure AS03 Assessment to inform learning and teaching

Table - 1

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓



Table - 2

The three assessment practices – for learning, of learning and as learning

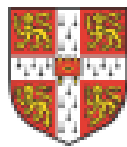
	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	<p>Student involvement</p> <p>Quantitative and qualitative data</p> <p>Written and oral artifacts</p> <p>Observations and feedback</p> <p>Questionnaires</p> <p>Teacher/student dialogues/conferences</p> <p>Context-based</p> <p>Informal</p> <p>Indication of process</p> <p>Indication of knowledge/skill application</p>	<p>Limited student involvement</p> <p>Quantitative data</p> <p>Tests, exams, standardized tests</p> <p>Indication of skills and knowledge acquisition or mastery</p> <p>Based on teacher judgment</p> <p>Norm- or criterion-referenced</p>	<p>Students are active agents in their own learning by developing and using meta-cognitive strategies to:</p> <ul style="list-style-type: none"> ● plan learning goals ● monitor goals ● reflect in order to modify learning and to adjust learning.

Figure AS07The three assessment practices



Cambridge Assessment Policy

2018-2023



Cambridge Assessment
International Education

What should we assess:

Accurately measuring a student's potential and progress can transform learning and help one make informed decisions about individual learners, their educational needs and where to focus in teaching efforts.

While designing assessments following points are kept in mind:

- Type and level of knowledge we expect students to demonstrate.
- Aspects of thinking skills which the students will develop throughout the courses taken by the students and
- The skills or attitudes developed by the students in the entire course.

A test or an assignment is a valid measurement only if it will elicit from the students the kind of learning we want to measure.

Some examples of various kinds of learning that can be assessed during the Lower and Upper Cambridge (IGCSE) and AS and A level courses are given below:

- Factual knowledge
- Writing skills
- Critical reflection skills
- Collaboration skills
- Conceptual understanding
- Creative skills
- Application skills
- Problem solving skills
- Reasoning skills



How do we assess:

1. Pre knowledge assessment:

Students come to the class with varied understanding, attitude, educational experience, skills, beliefs etc .which eventually shapes how they respond to learning. In order to strategize learning and craft instructional practices a varied range of assessment strategies are used by the subject teachers.

Some of the examples of the pre knowledge assessment strategies used in the classrooms are:

- Misconception targeted discussions
- Think pair share
- Concept maps
- Already acquired knowledge sharing in groups
- Multiple choice questions
- Short answer questions
- Google form survey

These assessment results analysis informs future instruction, connects what students already know with new knowledge and understandings, and builds new learning on the prior knowledge.

2. Formative Assessment:

The formal Formative Assessment practices followed for Cambridge is a 3 cycle periodic test. These formative assessments are spread over the entire academic year.

However from the academic year 2020 we have reviewed our practices (pandemic adaptation) and have replaced it with a series of Marked Assignments. The Marked Assignments include a range of assessment practices as listed below:

- Project based assignments/Performance based assignments
- Lab based activities
- Peer Assessment
- Formal pen paper test
- In text exercise
- Digital test tools e.g Google form/Kahoot/Online Quizzes

3. Summative Assessment:

For each unit summative assessments are done as:

- Marked assignment
- End of unit questions
- Projects etc.

First term and Final exam: Summative assessment in Cambridge International section of AIS also comprises assessments which replicate the actual Cambridge International exam pattern in terms of questioning style, pattern, number of components for each syllabus, marks etc.

For Lower and upper Cambridge (IGCSE I and IGCSE II) First term and Final examination are taken as a part summative assessment.

For IGCSE III, AS, A levels apart from First term, two mock examinations are taken as a part of summative assessments.

When do we assess

1. Informal Assessment:

Informal assessments are spontaneous in nature and not for grading the student. It primarily aims to measure the students progress and diagnose learning problems. It is carried out as a routine practice and based on:

- Classroom observation,
- Discussion,
- Interaction,
- Prior knowledge test,
- Paused questioning,
- Self reflection and
- Checklist etc.

2. Formal Assessment :

Lower Cambridge and IGCSE

For lower Cambridge, IGCSE I and IGCSE II a total of 7 marked assignments are taken as formative assessment.

- All the marked assignments are grouped under three categories as PT1, PT2 and PT3.
- Three marked assignments contribute to the PT1 marks while two marked assignments each account for PT2 and PT3 marks respectively.
- Two summative assessments are taken as first term examination and final examination.
-
- For IGCSE III one periodic test is taken as a formative assessment . The summative assessment includes term term and two mock examinations.

The tentative dates for all the formal assessments of IGCSE I, II and III are outlined in **Table 1 and 2 (appendix - 2)**.

AS/A level

- We take a 'staged' assessment route – candidates take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level in a subsequent series.
- In AS and A level two cycles of periodic tests are taken as a formative assessment. The summative assessment includes first term and two mock examinations.

Formal assessment schedule AS/A level is given in **Table - 3 (appendix- 2)**

IGCSE and AS/A level students appear for the March series examination conducted by Cambridge Assessment International Education.

Reporting of the learning:

Weightage of Formative and Summative assessments:

All Formative assessments are school designed whereas the summative assessments are in consonance with the Cambridge guidelines.

For IGCSE I we make adjustments in the number of papers and marks per subject, however in IGCSE II and III, we mostly follow the Cambridge paper pattern, weightage and grading system.

Calculations of the grade awarded:

1. Summative assessments:

- Both summative and formative assessments contribute to the total marking for the final examination grade for a subject.
- The grade boundary for each subject has been set based on the average five year grade threshold for each subject of the March examination series of the Cambridge International.
- The Cambridge International A Level is reported on a grade scale from A* (highest) to E (minimum required performance). Whereas for Cambridge International AS Levels, grade scale ranges from A to E.
- The Cambridge IGCSE programme grade is reported on a scale from A* (highest) to U (minimum).

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Grade boundary for IGCSE/AS/A level is given in **Table - 4 and 5 (appendix- 2)**.

2. Informal assessments:

The informal assessments are indicated using descriptive indicators for each subject wherein students are assessed for their personal attributes, work habits and the level of skills demonstrated in each subject.

Informal assessment report example is shown in **Table - 6 (appendix - 2)**.

The standardization process:

If more than one teacher is involved in marking papers then an internal standardization process is followed.

The standard descriptors/rubrics are prepared, reviewed and discussed with the subject teachers and the academic coordinator in the internal meetings. Process involves interpretation and judgments on mark schemes/examples of application of marking criteria thus confirming consistency in marking.

Reporting of Result:

Parent teacher meeting (PTM) is held at the end of each formal Summative assessment. It is compulsory for parents and students to attend it. The class teacher and co teacher discusses the strength and weakness of each student as per the given time slot. The feedback is curative and not just symbolic. It aims to guide students' in their way forward.

The first term result indicates the students marks and grades in each subject. It also reflects the class teacher's observation and analytical interpretive expression as class teachers remark.

The final exam result is a comprehensive document which reflects the grade for each subject, taking into account the performance of the student in all the formative and summative assessments. For IGCSE I and IGCSE II, 20% weightage is given to formative assessment, 30 % weightage is given to the first term and 50% weightage is given to final exams. It also encapsulates the formal record of the informal assessment by each subject teacher. This is recorded as a descriptive indicator under each subject strand. Further it reflects students' performance in co scholastic activities like Yoga, Art and design ,YEA(Young entrepreneur association).

Analysis of result:

Results Analysis helps schools understand how the students are learning, and how they have performed in each area of the syllabus. The information is used to identify areas of strength and weakness in order to focus on teaching where it's most needed. It is also used to provide management information for the performance of the school.

We analyse data at the whole school and individual candidate level, look at our overall results with focus on how our students have performed in specific areas of the syllabus. The information helps the school identify overall trends in our school's performance and provide constructive feedback for individual students. It also helps the teachers to reflect on their teaching practices.

Rules for promotion to next grade:

All the students are generally promoted to the next grade. However, for students where the results are extremely concerning (with "U " in all the subjects)he/she may be asked to appear for a retest. The final decision in such cases is the sole discretion of the head of school.

Appendix - 2 (Cambridge)

Table 1

Formal assessment schedule IGCSE I and IGCSE II

IGCSE I (Year 1) and IGCSE II (Year 2) Assessment schedule	
Assessments	Scheduled Dates
Continuous Assessment (PT 1)	
Marked Assignment 1	June- July
Marked Assignment 2	July
Marked Assignment 3	July- August
TERM EXAM (Practical & Theory)	Sep - Oct
Continuous Assessment (PT 2)	
Marked Assignment 4	Oct
Marked Assignment 5	Nov- Dec
Continuous Assessment (PT 3)	
Marked Assignment 6	Dec - Jan
Marked Assignment 7	Jan - Feb
Final Exam (Practical & Theory)	Mar - Apr

Table 2

Formal assessment schedule IGCSE III

IGCSE III (Year 3) Assessment schedule	
Assessments	Scheduled Dates
Periodic Test	July - Aug
TERM EXAM (Practical & Theory)	Sep - Oct
Mock I	Nov- Dec
Mock II	Jan
Final Exam (Practical & Theory)	As per Cambridge

Table 3

Formal assessment schedule AS/A level

AS/A level:Assessment Schedule	
Assessments	Scheduled Dates
Periodic Test (round 1)	July
Periodic Test (round 2)	Aug - Sep
TERM EXAM (Practical & Theory)	Sep- Oct
Mock I	Dec
Mock II	Jan
Final Exam (Practicals & Written)	As per Cambridge

Table - 4
Grade boundary for IGCSE

English							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Hindi/French							
85 - 100	75 - 84	64 - 74	55 - 63	45 - 54	35 - 44	2 -	0 - 34
A*	A	B	C	D	E	F	U
Economics							
85 - 100	77 - 84	69 - 74	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Biology							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Chemistry							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Physics							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Mathematics							
85 - 100	75 - 84	69 - 7	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
ICT							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U
Business Studies							
85 - 100	77 - 84	69 - 76	61 - 68	53 - 60	45 - 52	35 - 44	0 - 34
A*	A	B	C	D	E	F	U

**Table - 5:
Grade Boundary for AS level**

Grade Grid

Note : Ab - Absent

ENGLISH (9093)					
66 - 100	58 - 65	49 - 57	40 - 48	35 - 39	0 - 34
a	b	c	d	e	u

MATHEMATICS (9709)					
83 - 100	72 - 82	59 - 71	48 - 58	36 - 47	0 - 35
a	b	c	d	e	u

PHYSICS (9702)					
69 - 100	63 - 68	54 - 62	46 - 53	38 - 45	0 - 37
a	b	c	d	e	u

CHEMISTRY (9701)					
68 - 100	58 - 67	48 - 57	38 - 47	28 - 37	0 - 27
a	b	c	d	e	u

BIOLOGY (9700)					
73 - 100	66 - 72	58 - 65	50 - 57	42 - 49	0 - 41
a	b	c	d	e	u

BUSINESS (9609)					
73 - 100	68 - 72	62 - 67	56 - 61	51 - 55	0 - 50
a	b	c	d	e	u

ACCOUNTING (9706)					
68 - 100	59 - 67	50 - 58	41 - 49	32 - 40	0 - 31
a	b	c	d	e	u

ECONOMICS (9708)					
65 - 100	57 - 64	49 - 56	41 - 48	33 - 40	0 - 32
a	b	c	d	e	u

Grade Grid

Note : Ab - Absent

ENGLISH (9093)					
66 - 100	58 - 65	49 - 57	40 - 48	35 - 39	0 - 34
a	b	c	d	e	u

MATHEMATICS (9709)						
93 - 100	86 - 92	74 - 85	62 - 73	49 - 61	37 - 48	0 - 36
A*	A	B	C	D	E	U

BUSINESS (9609)						
76 - 100	63 - 75	56 - 62	49 - 55	42 - 48	35 - 41	0 - 34
A*	A	B	C	D	E	U

ACCOUNTING (9706)						
76 - 100	70 - 75	63 - 69	53 - 62	44 - 52	35 - 43	0 - 34
A*	A	B	C	D	E	U

ECONOMICS (9708)						
76 - 100	66 - 75	59 - 65	51 - 58	45 - 50	39 - 44	0 - 38
A*	A	B	C	D	E	U

PHYSICS (9702)						
75 - 100	65 - 74	55 - 64	45 - 54	35 - 44	25 - 34	0 - 24
A*	A	B	C	D	E	U

CHEMISTRY (9701)						
75 - 100	69 - 74	60 - 68	52 - 59	44 - 51	36 - 43	0 - 35
A*	A	B	C	D	E	U

Table - 6
informal assessment descriptors

<name> Demonstrates:	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Support
Comprehensive knowledge and understanding of scientific phenomena, definition, concepts and terminology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to analyse and evaluate quantitative and or qualitative data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organise and present information in a coherent and concise manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to make and record observations, measurements and estimates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of Investigative techniques, with attention to safety, use of techniques, apparatus and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Personal Attributes and work habits</i>	Always	Frequently	Sometimes	Never
Demonstrates hard work and produces quality result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submits homework and daily assignments well done in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates self respect and respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is attentive and demonstrates positive attitude and enthusiasm about learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to work in a team effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages own feelings and emotions well in classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is polite to peers and adults in and out of classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively and handles disagreement appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



GSEB Assessment Policy

2018-2023



Assessment in GSEB

Assessment in GSEB is strictly guided by the Gujarat Board guidelines and practices. If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, the assessment takes place through both the ways, units-wise (formative assessment), and at the end of each term (summative assessment).

Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated formative assessment, which provides a platform on which students can perform to the best of their ability. The school will publish an assessment program early in the academic year indicating the time period for each assessment task that will take place throughout the year.

How do we assess:

Formative Assessment

Formative assessment occurs continuously throughout the year. A variety of methods along with regular assessments will be used during the teaching and learning process to inform teachers and students about how the learning is developing. The primary goal of formative assessment is to provide a platform to judge the level of knowledge and understanding gained by the students and also aid the teacher to mould their teaching strategies as per the performance of the students. Components of formative assessments for grade 8 - 12 are given in *Table - 1 (appendix - 3)*.

Procedure of conducting Formative Assessments

- Periodic tests are conducted once in a week on every Friday based on the few units taught by the teacher.
- The school conducted 2 periodic tests for grade 8 to 10 & 12 but there are 3 periodic tests for grade 11.
- The periodic tests schedule is prepared by the coordinator along with the head of the school.
- At the beginning of the academic year, the Periodic test schedule is shared with teachers, parents & students.
- Each test is conducted for 20 marks. The duration of this test is 35 min.
- At least a week before the test, each subject teacher intimates the students about the syllabus included in the periodic test including the paper pattern.
- The subject teacher is given a week's time to complete the correction work and to provide feedback to the students.
- The teachers complete their marks entry in the school report card software.

Schedule for Friday periodic tests is given in *Table - 2 (appendix - 3)*.

Subject Enrichment Activities (SEAs):

In order to cultivate the skills and to know the level of understanding of the content taught by the teacher, the two Subject Enrichment Activities in each term are conducted for grade 8 to 10. For grade 11, it is conducted once, towards the end of the academic year. It is conducted for a particular unit/s of the syllabus.

The assessment modules will vary from one subject to another as each has its unique assessment criteria. Every subject teacher assigns the well-planned activities along with the assessment criteria (rubrics) and make it available to students. We at AIS, follow a variety of strategies and tools for Formative assessment and SEA. Some of these are:

- Brochure making
- Travelogue
- Group projects - presenting using charts/poster making
- Essay/letter/email/report writing practices
- Quiz by using *Kahoot*
- Google form for the multiple-choice question-based test
- PowerPoint presentations
- Moviemaking
- Job shadowing
- Story writing from the pictures or clues given OR picture analysis
- Measuring the size of the shapes given through different solid structure/real structures and measuring the area by using the formula
- Model making in sciences and mathematics
- Showing real-life experiments - application based
- Data collection from the field/sample population and measuring different averages
- Science Practicals - for grade 11 science students

Evidence of formative learning is uploaded on the Google classroom or in physical form by all the students or in a separate folder. This enables teachers to evaluate/assess student work and provide them feedback for improvement.

The school schedule for subject enrichment activities is given in *Table - 3 (appendix - 3)*.

Notebook:

Notebooks are prepared by the students for evidencing their homework, classwork and for the unit-wise assignments given throughout the academic year. Teachers will check the notebooks and intimate the students of any incomplete work status.

All the above mentioned formative assessments contribute to the cumulative grades reported in the final Report card. The formative assessment weightage is given in *Table - 4 (appendix - 3)*.

For grade 1, periodic tests are conducted to prepare them well for the board examination.

Rules for Non submission of Formative assessment:**Periodic test:**

- In case of periodic tests, the absenteeism of the students becomes considerable only on two grounds: 1) Medical emergencies and 2) student is presenting him/her in the sports tournament especially when he/she is representing the school and/or representing at state level or national level tournaments.
- The school doesn't follow the system of conducting the retest in any case. In either of the above case, the school authority will consider the student only while preparing the final report card. The child will be scored based on the average of the other periodic test. The child is eligible for the average marks only if it is evidenced by the proper health certificate or document.
- If the student is not falling into either of the categories mentioned above then he/she will be scored '0'.

SEA:

- In case of SEA submission, the absenteeism of the students becomes considerable only on the following grounds: 1) Medical emergencies, 2) student is presenting him/her in the sports tournament especially when he/she is representing the school and/or representing at the state level or national level tournament and 3) due to some minor concerns/issues/reasons where the subject teacher will her discretion as per the reason provided by the student/parent.
- In either of the above cases, the subject teacher along with the academic coordinator will take the decision about considering the case. If the case is reasonable enough to consider then either the extra time will be provided for the submission or the child will be scored on the basis of the average marks of other SEA scores which were conducted throughout the year at the time of preparing the final report card.
- In case of failure on medical ground/sports tournaments where representing the school/ state level or national level tournaments, the parent intimate the reason along with the evidence to the academic coordinator/subject teacher on the basis of which the case will be considered.
- If the student is not falling into either of the categories mentioned above then he/she will be scored '0'.

Notebook:

- In the case of the notebook the subject teacher will send the reminders to the concerned student. If the student submits late then certain marks will be deducted. The subject teacher will take the discretion.
- In case of complete failure, the student will be scored '0'.

Summative Assessment

Summative Assessment provides teachers and students with clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate their learning in authentic

contexts. Summative assessment is conducted at the end of each term and also as a final examination towards the end of the academic session. This enables the students to secure the Secondary Certification Examination during board classes of 10th and 12th. It is a means to gauge, at a particular point in time, student learning relative to the pre-defined criteria communicated to students prior to assessment.

The details about the timing and maximum marks of the papers are given in *Table - 5 (appendix - 3)*.

Rules for non submission of summative assessment

- In case of Term 1, Term 2 and Final examination, the absenteeism of the students becomes considerable only on two grounds: 1) Medical emergencies and 2) student is presenting him/her in the sports tournament especially when he/she is representing the school and/or representing at state level or national level tournament.
- The school doesn't follow the system of conducting the retest in any case. In either of the above case, the school authority will consider the student only while preparing the final report card for grade 8, 9 and 11. The student will be scored based on the average of the other summative assessment, term exams/final exams. The child is eligible for the average marks only if it is evidenced by the proper health certificate or document.
- If the student is not falling into either of the categories mentioned above then he/she will be scored '0'/'AB'.

Feedback Session:

Feedback on knowledge and conceptual understandings supports students moving towards their desired learning goals.

Teacher feedback aims at supporting students' to improve the conceptual understanding and giving guidance to enhance deeper conceptual understanding and the different techniques to be used to improve the learning which helps to secure a better score. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment and promotes continuous improvement of the students.

Reporting of the Results:

Formative and summative assessments at the school level are graded by school teachers in all subjects, while external exams conducted by GSEB are independently graded and reported by the Gujarat board for grade 10 & 12. Whereas all formative and summative assessments are graded by the school teacher for grade 8, 9 & 11.

The student must score a **minimum of 33%** to pass each summative assessment. The students securing minimum 33% are only eligible for promotion to the next grade and especially to secure Secondary School Certificate (SSC) in grade 10 and the Higher Secondary (School) Certificate (HSC) level in grade 12.

Accumulative reporting process of student performance:

The school follows the E (low) – A+ (high) grade scales for GSEB students.

Achievement Grades (A+ - E)

Grade	A+	A	B+	B	C+	C	D	E
Range	91-100	81-90	71- 80	61-70	51-60	41-50	33 - 40	< 33

Report cards are given after each Summative Assessment. All Term examinations and the Final exam have a formal reporting system. Term progress reports will contain grades and progress in all subjects. Summative assessments contribute significantly in the grading process of the final report card.

- Term 1 Report card (grade 8 to 12): It consists of subject-wise Term 1 Exam marks and the percentage secured in each subject.
- Term 2 Report card (grade 8, 9 & 11): It consists of subject-wise Term 2 Exam marks and the percentage secured in each subject.
- Prelim 1 & 2 Report Card (Grade 10 & 12): It consists of subject-wise prelim marks and the percentage secured in each subject.
- Final Report card (Grade 8, 9 & 11):
 - Grade 8 & 9: It consists of all Formative assessment components (Periodic test, SEA and notebook marks) and Summative Assessment (Term 1 & 2 exam & final exam marks) The total marks will be converted into a percentage. The report card will show the performance of the students subject-wise. It will display the subject-wise marks, percentages and grades. The class teacher will write down the comment for the student’s academic performance along with the overall growth displayed during the year in the curricular and co-curricular activities. The students are also provided with the details of the events in which the part was taken along with the position secured in any of the competitions at the school level.
 - Grade 11: It consists of all Formative assessment components (Periodic test, and SEA marks) and Summative Assessment (Term 1 & 2 exam & final exam marks) The total of all formative and summative tests will be converted into a percentage. The report card will show the performance of the students for each subject. It will display the subject-wise marks, percentage and grade including the overall grade. The class teacher will write down the comment for the student’s academic performance along with the overall growth displayed during the year in the curricular and co-curricular activities.
 - Board Results (Grade 10 & 12): GSEB will generate and distribute grade 10 report cards on the basis of the board exam score (80%) of each student along with the formative assessment score given by the school (20 %) for each student. Whereas in the case of grade 12, it is issued by GSEB solely on the basis of the examination taken by the board.

Criteria for Promotion:

- Promotion criteria will be considered only while preparing the final report card at the end of the academic year.
- As per GSEB, the child is eligible for the grace marks if he/she fails to obtain at least 33% marks in any subject/few subjects even after summing up internal and external assessment scores. In this condition, the grace marks will be credited for promoting him/her to the next grade.
- Merit marks and Grace marks policy for promoting a child to the next grade.
 - Merit Marks: The child is eligible to get 1 mark merit for every additional % secured by him/her above the min of 33% in overall percentage. The maximum limit of merit will be 15.
 - Grace Marks: If the child is not eligible for merit marks or even after crediting the merit marks if a child's fails by a small margin and due to which he/she will fail to be promoted to the next class then the head of the school at his/her discretion can promote the child to the next grade by giving the required amount of grace marks which cannot be more than 15 marks.

Connection to other policies:

Academic Honesty Policy - Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments.

Inclusion Policy - All Students will get equal right to education imparted by the school community and also to perform up to their best capabilities.

Admission Policy - Admission will be unbiased of culture, cast and religion. All children seeking admission will get equal opportunity to apply for the admission to the school.

Assessment Policy Revision

The GSEB Assessment policy was revised looking into the recommendations received as per the monthly board magazine, Shikshan Parikshan. It will be updated as per the new changes recommended and implemented by the Board.

This document is still a work in progress.

Appendix - 3 Gujarat Board

Table - 1

Components of Formative Assessment for grade 8 - 12

GRADE 8, 9 & 10 - Formative Assessment		
Term 1 Assessments	Marks	Duration
Periodic Tests - Round 1	20 Marks	35 min
Subject Enrichment Activities (2 activities per Term)	10 marks each	Non specific duration
Notebook Checking	10 Marks	On a regular basis
Term 2 Assessments		
Periodic Tests - Round 2	20 Marks	35 min
Subject Enrichment Activities (2 activities per Term)	10 marks each	Non specific duration
Notebook Checking	10 Marks	On a regular basis

GRADE 11 - Formative Assessment		
Term 1 Assessments	Marks	Duration
Periodic Tests - Round 1	20 Marks	35 min
Term 2 Assessments		
Periodic Tests - Round 2	20 Marks	35 min
Final Assessments		
Periodic Tests - Round 3	20 Marks	35 min
Subject Enrichment Activity	20 Marks	Non specific duration

GRADE 12 - Formative Assessment		
Term 1 Assessments	Marks	Duration
Periodic Tests - Round 1	20 Marks	35 min
Term 2 Assessments		
Periodic Tests - Round 2	20 Marks	35 min

Table - 2

SCHEDULE FOR FRIDAY PERIODIC TESTS			
Grades	8 to 10	11 & 12 Science	11 & 12 Gen. Stream
Periodic Test - Round 1 (July - August)	For all 7 subjects	For all 5 subjects	For all 7 subjects
TERM 1 EXAM (Sept/Oct)			
Periodic Test - Round 2 (October- December)	For all 7 subjects	For all 5 subjects	For all 7 subjects
TERM 2 EXAM (January)			
Periodic Test - Round 3 (January- February)	-----	For all 5 subjects (for grade 11 ONLY)	For all 7 subjects (for grade 11 ONLY)
FINAL EXAM (March-April)			

Table - 3

SCHEDULE FOR SUBJECT ENRICHMENT ACTIVITIES			
Grades	8 to 10	11 & 12 Sci	11 & 12 Gen. Stream
SEA in Term 1 (2 Activities) - July to Sept	For all 7 subjects	-----	-----
TERM 1 EXAM (Sept/Oct)			
SEA in Term 2 (2 Activities) - Nov - Feb	For all 7 subjects	-----	-----
TERM 2 EXAM (January)			
SEA before the final exam (1 Activity) - Jan - Feb	-----	For all 5 subjects (for grade 11 ONLY)	For all 7 subjects (for grade 11 ONLY)
FINAL EXAM (March-April)			

Table - 4

Formative Assessments weightage in the Final Report Card:

Grade 8 to 10		Grade 11	
Formative Assessments	Weightage	Formative Assessments	Weightage
Periodic Test Round 1 (20 marks)	5%	Periodic Test Round 1	5 %
Periodic Test Round 2	5 %	Periodic Test Round 2	5 %
Subject Enrichment Activities	5 %	Periodic Test Round 3	5 %
Notebook	5 %	Subject Enrichment Activities	5 %
Total	20%	Total	20%

Table - 5

Summative Assessment				
Grade	Time Duration	8, 9 & 11	10	12
TERM 1 EXAM	Sept-Oct	50 marks	80 marks	100 marks
TERM 2 EXAM	January	50 marks	-	-
FINAL Exam	March	80 marks	-	-
PRELIM 1 EXAM	January	-	80 marks	100 marks
PRELIM 2 EXAM	February	-	80 marks	100 marks
Board Exam	March		80 marks	100 marks

Table - 6
School Plan for Assessment

Assessments	Grade 8 & 9	Grade 10	Grade 11	Grade 12
1st TERM				
Formative Assessment (July- Sept)	Periodic Test SEA Notebook	Periodic Test SEA Notebook	Periodic Test	Periodic Test
Summative Assessment (Sept - Oct)	Term 1 Exam			
Parent Teacher Meeting (Oct)	Parents Teacher Meet for Term 1			
2nd TERM				
Formative Assessment (Oct - March)	Periodic Test SEA Notebook	Periodic Test SEA Notebook	Periodic Test	Periodic Test
Summative Assessment (January)	Term 2 Exam	Prelim 1 Exam	Term 2 Exam	Prelim 1 Exam
Parent Teacher Meeting(January)	Parents Teacher Meet for Term 1			
Summative Assessment (February)		Prelim 2 Exam		Prelim 2 Exam
Final Assessment				
Final Assessment (March-April)	Final Exam	Board Exam	Final Exam	Board Exam
Parent Teacher Meeting(April)	Parents Teacher Meet for the final Examination (Grade 8, 9 &11)			



Diploma Program Assessment Policy

2018-2023



Assessment in Diploma program

Assessment at Ahmedabad International School (AIS) is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades or a process of reporting. It is important to emphasize that the single most important aim of Diploma Programme assessment (consistent with the Primary Years Programme) is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. At AIS the two years Diploma programme is divided into four semesters. Semester 1 and 2 are part of year 1 and semester 3 and 4 are part of year 2 of the programme.

What should we assess:

Assessment at Ahmedabad International School (AIS) is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades or a process of reporting.

It is important to emphasize that the single most important aim of Diploma Programme assessment (consistent with the Primary Years Programme) is to support curricular goals and encourage appropriate student learning.

Keeping in mind the IB principles, following assessments are implemented in the two year diploma programme cycle

School based Assessment

- **Pre-Assessment:** All teachers will assess student's prior knowledge and experience before embarking on a new learning experience in an appropriate way.

Students come to the class with varied understanding, attitude, educational experience, skills, beliefs etc .which eventually shapes how they respond to learning. In order to strategize learning and make changes in instructional practices a varied range of assessment strategies are used by the subject teachers.

Some of the examples of the pre knowledge assessment strategies used in the classrooms are:

- Misconception targeted discussions
- Think pair share
- Concept maps
- Already acquired knowledge sharing in groups
- Multiple choice questions
- Short answer questions
- Google form survey

These assessment results analysis informs future instruction, connects what students already know with new knowledge and understandings, and builds new learning on the prior knowledge.

- **Formative Assessment:** Formative assessment is a potentially transformative instructional tool that, if clearly understood and effectively used, can benefit both educators and their students. It is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

The formal Formative Assessment practices followed for IBDP is to conduct six assessment tasks spread over two years. Four assessment tasks are conducted in Semester 1 and 2 (two tasks in each semester). Remaining two formative assessment tasks are done in semester 3.

Following are the types of formative assessments that include, but are not limited to are::

- Class discussions and/or Socratic Seminars
- Essays
- Experimental investigations
- Fieldwork
- Group and individual oral presentations
- Oral commentaries
- Multimedia presentations
- Multiple choice style questions and quizzes
- Online discussion forums
- Journals
- Studio work
- Class debates
- Tests and examinations
- Exhibitions
- Student lecture / Learning
- Interdisciplinary Learning
- Lab based assessments

Planning for assessments

Teachers work collaboratively when planning the assessment to ensure that formative assessments for different subjects are distributed evenly throughout each semester. At the beginning of each semester students are provided with the information about the number of assessments and their weightage. The IB Diploma is a rigorous academic programme and in addition to compulsory formative assessment, students may be given additional homework tasks to complete to support learning. This may include, but is not limited to: reading of set texts, participating in online discussion forums, research tasks and answering set questions. These homework assignments may be marked or discussed by the teacher.

The compulsory formative assignments, homework assignments or any activity is given through google classroom.

- **Summative Assessment:**

For each unit summative assessments are done as:

- Marked assignment
- End of unit questions
- Projects etc.

End of the Semester Examination: Summative assessment in IBDP at AIS also comprises assessments which replicate the actual diploma programme format including the number of components for each syllabus and total marks for the papers.

In total 3 semesters and 2 Mock examinations are conducted in the school during the entire programme.

When do we Assess?

Following is the assessment schedule for the diploma programme:

IBDP - 1 (year 1)

Semester 1 - Formative Assessment 1 and 2

Semester 1 - Term examination (Summative assessment)

Semester 2 - Formative Assessment 3 and 4

Semester 2 - Final Examination (Summative assessment)

IBDP - 2 (year 2)

Semester 3 - Formative Assessment 5 and 6

Semester 3 - Term Examination (Summative assessment)

Mock 1 Examination

Mock 2 Examination

Final IB Diploma Programme Examination

The detailed school assessment cycle is shown in *Table - 1 (appendix - 4)*

Reporting of the learning:

Weightage of Formative and Summative assessments:

All Formative assessments are school designed whereas the summative assessments are in accordance with the Diploma programme assessment guidelines.

For Semester - 1 examination some adjustments are made in the number of papers and marks per subject, however in semester 2, 3 and Mock 1 and 2 examinations the Diploma Programme paper pattern, weightage and grading system is followed. Detailed information has been provided in **Table - 2 (appendix - 4)**.

Calculations of the grade awarded:

Summative assessments:

- Both summative and formative assessments contribute to the total marking for the final examination grade for a subject.
- The grade boundary for each subject has been set based on the average five year grade threshold for each subject of the May examination series of the Diploma Programme.
- The IB diploma Programme subject results are reported on a grade scale from 7 (highest) to 1 (Lowest).

Grade boundary descriptors for the Diploma Programme are given in **Table-4 (appendix- 4)**

The standardization process:

If more than one teacher is involved in marking papers then an internal standardization process is followed.

The standard descriptors/rubrics are prepared, reviewed and discussed with the subject teachers and the academic coordinator in the internal meetings. Process involves interpretation and judgments on mark schemes/examples of application of marking criteria thus confirming consistency in marking.

Reporting of Result:

Parent teacher meeting (PTM) is held at the end of each Semester. It is compulsory for parents and students to attend it. The class teacher and co teacher discusses the strength and weakness of each student as per the given time slot. The feedback is curative and not just symbolic. It aims to guide students' in their way forward.

The Semester results are a comprehensive document which reflects the grade for each subject, taking into account the performance of the student in all the formative and summative assessments.

Analysis of result:

Results Analysis helps schools understand how the students are learning, and how they have performed in each area of the syllabus. The information is used to identify areas of strength and weakness in order to focus on teaching where it's most needed. It is also used to provide management information for the performance of the school.

We analyze data at the whole school and individual candidate level, look at our overall results with focus on how our students have performed in specific areas of the syllabus. The information helps the school identify overall trends in our school's performance and provide constructive feedback for individual students. It also helps the teachers to reflect on their teaching practices.

Rules for promotion to next grade:

All the students are generally promoted to the next grade. However, for students where the results are extremely concerning (a total of less than 24), the child is counseled to either reflect on his/her choice of HL and SL subjects or given the remedial classes for improvement of score in the next semester.

Rules of Non submission of Assessment**School based assessment**

If the student does not submit any of the formative assessments, it is marked as zero for that assessment. But at the same time if a student misses his/her formative assessment due medical reason, he/she is given another chance to submit the task.

A student does not appear for any semester exam due to medical conditions, then the average of his formative assessment is taken and a grade is given.

Formal IB Diploma Programme Assessments:

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices. The school publishes an assessment program in the beginning of the academic year indicating the IB mandated tasks that will take place throughout the year.

Internal Assessments:

Internal assessments are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the classroom teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, group 4 internal assessment reports, Math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessments:

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not assessed by the subject teachers. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must sit the IB examinations on the assigned test date. All external assessments are conducted in a manner that abides by the *Handbook of Procedures for the Diploma programme*.

Assessment of core :

This includes Extended Essay, Theory Of Knowledge and Creativity, Activity and Service. The extended essay is externally marked and the supervisor provides feedback in the mandated reflection session. A predicted grade is provided by the teacher. Feedback is given on the first complete draft submitted against the criteria given. The assessment criteria are communicated to the students well in advance when the EE is introduced in the class.

The TOK exhibition is marked internally by the TOK coordinator/teacher and moderated externally by IBO. While the essay is externally marked, one feedback is given on the final draft submitted by the students on the prescribed criteria as per the IBO prescribed requirement. The assessment criteria is communicated to the students well in advance when the TOK is introduced in the class.

CAS is an ongoing process where CAS coordinator and the advisor continuously monitor the progress of the students. All the mandated IB rules and regulations are followed.

IB Diploma Requirements:

In order to achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Activity and Service (CAS) component. However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the *General regulations: Diploma Programme*. Below is the matrix for the Extended Essay and TOK elements of the IB Diploma.

	Theory of knowledge						
	A	B	C	D	E	N	
Extended Essay	3	3	2	2	Failing condition	Failing condition	
A	3	2	2	1	Failing condition	Failing condition	
B	2	2	1	0	Failing condition	Failing condition	
C	2	1	0	0	Failing condition	Failing condition	
D	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	
E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	
N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	

The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the following conditions:

IB Diploma Passing Regulations

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for TOK, EE, or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

If the candidate does not submit his Internal assessment of any subject, TOK essay or Extended Essay, then a no - submission i.e is a "N" will be marked for the same as per the guidelines given by IBO.

In case of oral assessment, if the child misses the oral exam due to a medical condition, then a new date will be provided after looking at the medical certificate. A child misses the oral due to any other reason a no - submission i.e is a "F" will be marked for the same as per the guidelines given by IBO.

Academic misconduct Rules:

If there is evidence of academic misconduct by the school, then the following rules will be applicable.

1. The student may be asked to redo the work, but he/she may not receive full credit for the work.
2. The student may have a meeting called between the teacher, parents and student, and ultimately between the head of the school and the parents.
3. In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

Connection to other policies

- **Academic Integrity Policy** – Students will adhere to all requirements of the Academic Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.
- **Language Policy** – All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language
- **Admission Policy**-Assessment is integral for students seeking admission at AIS. Students are assessed through both formal and informal assessments. The informal assessment ascertains the academic and cultural background, individual strengths, weaknesses and attitude towards learning. The formal assessment is a structured paper relevant for a particular grade and aims to get an insight into the subject competency, writing skills, comprehension skills etc. The assessment informs us of the necessary support required to help students acclimatize to the culture of AIS.
- **Inclusion Policy**- Assessment can be seen as a hurdle in achieving inclusive education. However, assessments are conducted continuously for multiple purposes and in multiple ways, when this is seen in tandem with an inclusive education framework we see a different picture of assessment and inclusion emerge which are not contradictory anymore. Assessments that include a sense of ongoing monitoring of student learning are an integral element of good teaching-learning practices.

Assessment Policy Revision

This is a work in progress and the assessment policy revision team includes the following:

- Head of School.
- Diploma Programme Coordinator
- PYP Coordinator
- Cambridge Coordinator
- GSEB Coordinator
- Curriculum Coordinator
- Academic Counselor

This document will be revised every five years in order to maintain our assessment policy as current. In case of any new development in the IBO assessment for the DP, it will be reviewed at that time

Bibliography

- (2009)PYP - Making it happen: A curriculum framework for international primary education. www.ibo.org
- Grade descriptors September 2017/updated 2021 (IBO)
- Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)
- Diploma Programme Assessment procedures 2022 (IBO, September 2021, updated November 2021)
- IB Academic Integrity (IBO, October 2019)
- Subject guides, (My IB)
- The conduct of IB examination booklet (IBO, 2022)
- <https://resources.finalsite.net/images/v1612597959/ishdk/orflaniyh1xxknjg4gve/IS-H-Assessment-Policy.pdf>
- https://www.d11.org/cms/lib/CO02201641/Centricity/Domain/594/Assessment_Policy.pdf
- https://holyheart.ca/wp-content/uploads/2017/04/2017_IB_Assessment-Policy_HM1.pdf
- Shikshan Parikshan
- GSEB web site
- GSEB circulars

Appendix - 4

Table - 1

Assessment Cycle	Month of Assessment	Month for Reports/Feedback
Year 1		
Semester - 1	June - September/October	
Pre - Assessment Formative Assessment - 1 Formative Assessment - 2	June July-September	June July-September (Feedback to the students)
Semester - 1 Examination (Term 1) (Summative Assessment)	September/ October	October PTM (Report Card with feedback to the students and parents).
Semester - 2	October - April	
Formative Assessment - 3 Formative Assessment - 4	October - March	October - March (Feedback to the students)
Semester - 2 Examination (Final) (Summative Assessment)	March	April PTM (Report Card with feedback to the students and parents).
Year 2		
Semester - 3	June - September/October	
Formative Assessment - 5 Formative Assessment - 6	July-September	July-September (Feedback to the students)
Semester - 3 Examination (Term 1) (Summative Assessment)	September/ October	October PTM (Report Card with feedback to the students and parents).
Semester - 4	October - April	
Mock 1 Examination	February	February PTM (Report Card with feedback to the students and parents)
Mock 2 Examination	March	March PTM (Report Card with feedback to the students and parents).
Final IBDP Examination	May	July

Table - 2

Assessment weightage used for grade calculation Semester 1 - 3							
Semester 1 (HL and SL)							
Subject Group	Group 1	Group 2	Group 3 (Economics)	Group 3 (BM&ESS)	Group 4	Group 5	Group 6
Formative Assessment (%)	30	25	20	25	20	20	100
Summative Assessment (%)	70	75	80	75	80	80	0
Semester 2 - 3 (HL)							
Subject Group	Group 1	Group 2	Group 3 (Economics)	Group 3 (BM)	Group 4	Group 5	Group 6
Formative Assessment (%)	20	25	20	25	20	20	100
Summative Assessment (%)	80	75	80	75	80	80	0
Semester 2 - 3 (SL)							
Subject Group	Group 1	Group 2	Group 3 (Economics)	Group 3 (BM&ESS)	Group 4	Group 5	Group 6
Formative Assessment (%)	30	25	30	25	20	20	100
Summative Assessment (%)	70	75	70	75	80	80	0

Table - 3

Grade descriptors

Achievement grade descriptor		Effort grade descriptor	
Grade	Descriptor	Grade	Descriptor
7	Excellent	A	work of an excellent standard.
6	Very good	B	Work of good standard
5	good	C	Work of a satisfactory standard
4	Satisfactory	D	Work of a mediocre standard
3	Mediocre	E	Work of an elementary
2	Poor	N	Not submitted
1	Very poor		

