ASSESSMENT POLICY 3.0
Reviewed Year – May 2023

Next Review –June 2024

Our School Mission

Wockhardt Global School is committed to providing opportunities for students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and the environment, experiencing relevant and challenging learning engagements, involving in self-refection and critical thinking, acknowledging and respecting individual differences and taking appropriate action.

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.

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Assessment is a tool that drives instruction and involves teachers, students and parents and informs them in a meaningful way about individual strengths and weaknesses. It provides information for planning and identifies future goals and targets. Authentic assessment is cumulative and specific, being criteria-based and varied, through the use of a range of measurement tools. Authentic assessment allows students to be active participants in their own continued learning and teachers to be accountable for the learning opportunities they provide to students.

1.   **Philosophy**: We believe that….
- Assessment is designed to indicate/improve student learning.
- Reflection is an essential and integral part of assessment.
- Feedback is central to all teaching and learning.
- The assessment provides a direction for teachers, the learners (students), the parents, the administration and the larger school community.
- Assessment defines each student's ability, what the child knows understands and can apply.
- Assessment is anchored in authentic tasks.
- Criteria for assessment is shared or developed with the students prior to assessment when appropriate.

1.1   WGS Mission

Wockhardt Global School is committed to providing opportunities for students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and the environment, experiencing relevant and challenging learning engagements, involving in self-reflection and critical thinking, acknowledging and respecting individual differences and taking appropriate action.

1.2   Alignment of assessment with a school mission statement
- Assessment is a reflection of holistic development through inquiry and real-life experiences.
- The assessment identifies the learner's individual ability to know, understand and apply learning.
- Assessment practice recognizes that learning is a lifelong process.

1.3   Purpose of Assessment:

- Give timely, direct, specific and contextualized feedback which is central to all teaching and learning.
- Gives opportunity for reflection, which is an essential process of assessment which helps in refining the teaching and learning process.

- Empower students as active participants in their own learning
- Provide structured, focused and relevant feedback to students and parents
- Provide school management with information on needs in the school such as budget, resources, curriculum development, professional development and overall school development.

1.4   Principles of assessment:

Assessment at Wockhardt Global School should be guided by the following principles:

- Assessment should identify a student's strengths and weaknesses.
- It should empower students as active participants in their own learning
- It should measure what students understand and can do.
- It should provide structured, focused and relevant feedback to students, teachers and parents
- It should provide a wide variety of assessment opportunities (written assessment, oral assessment, oral presentation, fieldwork, practical work, exhibition, performance, peer, self and group assessment)
- It should be an ongoing and reflective process.
- Assessment should be internally moderated, both at departmental and grade levels to ensure consistency.

2.   Common Assessment Practices:

- Assessment is an integral part of planning, learning and teaching across PYP, MYP and DP.
- Learning expectations and strategies are made clear to students.
- Teachers plan assessment tasks collaboratively catering to the learning requirements of the students.
- The school uses a balanced range of strategies and tools for formative and summative assessment in each unit.
- Assessments are designed, carried out and assessed by the facilitators, and in case of peer and self-assessment students do get an opportunity to assess themselves.

2.1 Effective Assessments:
2.1.1 Effective assessment will be evident when students will:
2.1.1.1 Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
2.1.1.2 Use their prior knowledge to build on and guide the inquiry process.
2.1.1.3 Become aware of their strengths and weaknesses
2.1.1.4 Are aware of, use and develop a range of assessment tools and learning strategies.
2.1.1.5 Know and understand in advance the expectations (criteria) for producing

quality work.

2.1.1.6 Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

2.1.2 Effective assessment will be evident when teachers will:

2.1.2.1   Be informed about every stage of the teaching and learning process.

2.1.2.2   Plan with assessment as the focus of teaching and learning.

2.1.2.3   Identify the extent to which the learning expectations (task-specific clarification) or assessment criteria are met by an individual student.

2.1.2.4   Provide evidence that can be effectively reported to the school community about achievements, ongoing progress and future goals.

2.1.2.5   Collaboratively review and reflect on students' performance and progress.

2.1.2.6   Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.

2.1.2.7   Select from a wide range of assessment tools, reflecting student needs and skills to adapt to the different learning styles.

2.1.3 Effective assessment will be evident when parents will:

2.1.3.1   Are informed about the school-based expectations.

2.1.3.2   Understand the assessment vocabulary used in the school.

2.1.3.3   Are involved in setting goals for and with their children.

2.1.3.4   Recognize that their child is at the center of the assessment process.

2.1.3.5   Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.

2.1.3.6   Are invited to provide information to the teacher regarding their

child's on- going learning.

2.2   Developing attitudes and skills:

Student reflections and teacher observations are documented. These records help to develop and demonstrate targeted attitudes and skills over time.

2.3   Developing Learner Profile

The IB learner profile is evident in the general language of the school. Teachers might use informal observations to give feedback to students. The students should reflect on their development at the end of each unit on targeted or selected aspects of the profile. This reflection will vary according to age groups and language abilities. The development of learner profile attributes is observed and annotated but not graded. This is done by using the learner profile for self and peer assessment, as the basis for teacher/student/parent conferences and through reporting to parents **(IBO 2006)**.

2.4 Feedback and reporting on assessment

Reporting on assessment communicates what students know, understand and can do. It describes the progress of the student's learning, identifies areas for growth, and contributes to the effectiveness of the programme.

- Students are provided with regular and prompt feedback so as to continuously improve their learning which is constructive and in the form of written/oral.
- Students are provided with regular opportunities to reflect on their learning.
- Each programme (PYP/MYP/DP) has developed a system for recording information about student learning.
- The assessment process allows for meaningful reporting to parents about students' progress.
- Student-led conferences and portfolios will be used to actively engage students in the learning process.
- The reporting cycle includes written reports and conferences, which can take the form of parent-teacher conferences and three-way (student, parent, and teacher).
- Parents with prior appointments can visit the school on working days apart from working Saturday to follow the progress of their children.
- Teachers provide regular and timely feedback to parents as and when required on student learning outside of the reporting and parent teacher conference cycles.

2.4.1 Effective reporting will be evident when:

2.4.1.1 Parents, students and teachers are involved as partners.
2.4.1.2 School community values are reflected in the report.
2.4.1.3 The reporting is comprehensive, honest, fair and credible.
2.4.1.4 The reporting is clear and understandable to all parties.
2.4.1.5 Teachers are allowed to incorporate what they learn during the reporting process into their future teaching and assessment practice.

2.4.2 The Written Report:

Written reports are seen as a cumulative record consisting of formative and summative assessment records for students, parents and the school itself of a student's progress. Reports that clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment).

Source: Making the PYP happen: A curriculum framework for international primary education (2009)

2.4.3 The Reporting periods:

Reporting in Wockhardt Global School is done twice in an academic year. At the end of each Term students are provided Report card with a detailed feedback (through

teachers' comments). Following the feedback parents are invited to discuss the report with respective homerooms and subject teachers.

3. Assessments in Primary Years Programme

3.1 Primary Years Programme (PYP): Grade 1 – Grade 5

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. Assessment is integral to all teaching and learning. It is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.
(Source: Making the PYP Happen, 2009)

3.2 Primary Year Programme assessment practices:

- Assessments address all essential elements of the programme-concepts, knowledge, skills, attitudes and action.
- PYP assessment practices support transdisciplinary learning
- Students are assessed using formative and summative assignments for each unit of inquiry and standalone subjects.
- During the unit, each line of inquiry is assessed through formative assessments.
- Regular feedback is given to the students in order to reflect on their strengths and areas of improvement.
- To check students' conceptual understanding, a summative assessment is taken at the end of the unit.
- Students are made aware of the assessment criteria in advance.

3.3. The assessment task in PYP:

- Is realistic
- Requires judgment and innovation
- Asks a student to do concept-related research
- Replicates or stimulates the contexts in which adults are tested in the workplace, community or home.
- Assesses the student's ability to efficiently and effectively use knowledge and skills to simplify a complex task
- Allows appropriate opportunities to rehearse, practice and transfer resources, obtain feedback on performances and refine performances and products
- The task asks students to use methods of inquiry, research, or communication.
- The task asks students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

3.4 Assessment Practices:

1. **Pre – Assessment** – All teachers will assess student's prior knowledge and experience before embarking on new learning experiences.
2. **Formative Assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.
3. **Summative Assessment** – Summative assessment happens at the end of the teaching and learning process and is planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts in new and flexible ways. All summative tasks are to be completed at school.
4. Concepts, knowledge, skills and attitudes are explicitly taught and will be assessed as appropriate. Action will be supported and modeled by staff and assessed when appropriate.
5. Assessments will be completed by peers, teacher and/or the student themselves and will occur consistently and in developmentally appropriate ways. Feedback should be provided within appropriate time.
6. A balance of strategies will be used at developmentally appropriate levels and should be outlined in the planning documentation.
7. A balance of assessment tools should be used with the strategies. Assessment tools should be saved and a copy stored in the handover folders/portfolios.
8. Assessment data should provide evidence of developing the attributes of the IB Learner Profile. The assessment process at *Wockhardt Global School* involves the active participation of students, teachers and parents. They work together to keep each other informed about the child's progress. The student is at the center of the process and is actively involved in and takes some responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

3.5 Documentation used for the purpose of on-going assessment:

3.5.1 PORTFOLIOS
Rationale:
A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work.
(Source: Making the PYP Happen, 2009)

 What should a portfolio look like?

- The portfolio from G1-G5 is in A4 binder.
- All entries are dated.

 What does a portfolio include?
As a holistic assessment tool, the portfolio must include contributions from all areas of a student's school life and include all areas of the curriculum that are evident in the student's report. Teachers are responsible for monitoring the student portfolio content, for both the teacher selected and student selected entries.

What will accompany the selected pieces of work?
- All the work in a student's portfolio should be annotated with either a teacher or student reflection stating what the work shows and why/how it was chosen.
- Both the teacher and the student (according to age/stage of development) are responsible for regular additions to and revision of the portfolio. Portfolio work must be an integral part of the weekly timetable/work programme so that the value of the portfolio is recognized by all concerned.
- The student portfolio should include self, peer and teacher assessments. The work samples should include both draft and final copy, student reflections and samples that show growth/progress/development over time.
- Teachers should consider incorporating the IB Learner Profile and essential elements into the student's portfolio.

How do we select the entries?
- Portfolio selection can take place in a variety of ways. The student can at any time ask to add a piece of work to their portfolio. Likewise, the teacher can at any time ask the student to add a piece of work to their portfolio.
- It is important to ensure that draft pieces and final pieces that demonstrate the process of learning are included.
- The most appropriate way in which work will initially be collected and later be presented in the portfolios will vary from one classroom to another. Students at each grade level should use the same format for their portfolios to give some consistency across the grade level.

How do we reflect?
- Student/teacher reflection needs to accompany each work sample. There should be a balance between student/teacher reflections.
- To encourage student ownership of the portfolio the more the student can discuss his/her progress the more student reflections should be in the portfolio.
- Peer assessment may be used but needs to be helpful and purposeful.
- Parent reflections may be added in Student Led Conferences.

When do we (students, parents and teachers) use the portfolio?
Portfolios will be used in Student led Conference. There will be scheduled time for portfolio consideration to ensure that portfolios become an integral and important part of the classroom routine. This should be a time for the students to reflect and share their chosen work with the teacher(s) and their peers.

Who has access to the portfolio?
Students, teachers and parents have access to the portfolio. If parts of or whole portfolios are to be shown to other people, a student's agreement is sought.

Where the portfolio should be kept?
Portfolios should be stored in a visible, easily accessible and central place in the homeroom. They should be part of the display of the room. Students and parents should be able to access their portfolio independently.

3.5.2 Assessment tools and strategies which teachers and students may choose from, to include in the portfolio, to assist in demonstrating student learning and development:

Strategies	Tools
Observations	Rubrics
Performance Assessments	Exemplars
Process-focused Assessments	Checklists
Selected Responses	Anecdotal Records
Open Ended Tasks	Continuums

3.5.3 CURRICULUM-REFERENCED TESTS
What are curriculum-referenced tests?
Curriculum-referenced tests are criterion-based tests, designed to measure the extent to which an individual child has achieved a particular skill or body of knowledge. The criteria are drawn directly from subject specific scope and sequence documents of IB.

Why use curriculum-referenced tests?
• To provide data on individual students and/or groups of students
• To measure specific skill development of an individual student against the school-based expectations (curriculum)
• To identify patterns of strengths and weaknesses (for an individual student, group, class or the whole school)
• To inform teacher planning and future directions for teachers and students as they continue to improve student learning
• To help evaluate curriculum
• To moderate standards across the school
• Designed by Grade teams for all students in that grade.

How Do We Use curriculum-referenced tests?
Curriculum-referenced tests provide us with a form of measurement which allows an evaluative judgment to be placed on student performance. This is possible because an individual student's performance in a certain area of the curriculum is compared to a set of school-based expectations.
This provides teachers, students and parents with a point of reference from which to view student performance.
• Results may be discussed to assist with goal setting for individuals, groups or classes
• Results of individual students provide points for discussion during Student led Conferences
• Results provide information about student learning in comparison with the expected level of skill development and competence.
• Results may be discussed between teachers to identify how their students perform in relation to other groups/classes/levels.
• Reviewing results can provide important information for the school about how realistic the curriculum is and how well the students are prepared for attaining certain skills and performing well at certain levels, as they move through the school.

3.5.4. REPORTING

Semester Reports

A Semester One and Two report shows the progress in all areas of the curriculum: Learner Profile, Unit of Inquiry, Language, Mathematics, Second Language, Physical Education, and Music. It includes checklists about class routines and work habits in subjects.
Grades are given on the learner's progress and effort.

Student-led Conferences

What are Student-led Conferences?
The ability of the student to 'lead' the conference depends on the child's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.

Why Use Student-led Conferences?
'Conferencing' as an assessment and reporting tool is an expression of a fundamental belief that students can and should reflect upon and share responsibility for their own learning. It also communicates to the whole school community that we value the students in the assessment process by placing them at the very center of their own learning and assessment.
- To help develop constructive and open relationships and communication between students, parents and teachers.
- Conferences offer students, teachers and parents to reach mutual understanding of the nature of the work completed and the progress it indicates.
- Conferences validate student learning and allow for discussion and explanation of individual achievements in a personal setting.
- Through focusing on student work and analyzing what it demonstrates about the student as a learner - students, teachers and parents are provided with an opportunity to address specific issues.
- Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers and parents to collaborate in making plans for the future and to provide encouragement for the student as he/she continues to learn.

How Do We Use Student-led Conferences?
The portfolio and any other significant and relevant student work provide the focus for the Student-led Conference.

- The Student-led Conference usually takes place over a 45 minute period.
- The teacher welcomes the child and his/her parents to the classroom as they arrive and provides the student with the opportunity to talk with their parents.
- The student initiates the conference, walking their parents around the classroom to look at and discuss the work which is displayed there.
- The student and parents sit at a desk and take time to look through the portfolio and discuss the work included there and the formal teacher assessments and evaluations.
- Parents are encouraged to ask questions which will assist them in gaining information

about the extent to which their child understands the purpose of the learning.
- The student takes the parent on a learning journey around the classroom highlighting specific learning opportunities that have occurred in the classroom.
- Teacher's role is to assist the student with planning the conference. Then to assist the student as needed.

Parent Teacher Meetings

Parent Teacher meetings may occur at any time during the academic year as **Wockhardt Global School** has an open door policy. The teacher, parent or PYP Coordinator/Principal may initiate the meeting. There is a scheduled parent/teacher meeting time in Term 1 to review the start of the year. This is an opportunity to address goals and concerns for the upcoming academic year. In Term 2 another scheduled parent teacher meeting will take place to review the academic year.

4.   Assessment in MYP

Assessment is regarded as an integral part of all teaching and learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and provide timely feedback to students on their performances. MYP assessment requires teachers to assess the prescribed subject-group objectives applying the assessment criteria for each subject group in each year of the programme. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. Authentic assessment tasks in the MYP are generated by teachers.
The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

4.1   Middle Years Programme assessment practices aim to: -

- Prepare authentic assessment tasks that are assessed using MYP assessment criteria and task specific indicators throughout MYP 1-5.

- Help teachers make professional judgement using the best fit approach based on the performance of the student.

- Support and encourage student learning by providing meaningful feedback on the learning process (page 78 of *MYP: From principles into practice*, 2014) which includes approaches to learning skills as well as their achievement across all subject criteria. This is achieved through regularly practiced reporting processes.

- Inform, enhance and improve the teaching process. (page 78 of *MYP: From principles into practice*, 2014)

- Provide diverse opportunities for students to demonstrate their learning in relation to each criterion in each subject.

- Promote positive student attitudes towards learning.

- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts (page 78 of *MYP: From principles into practice*, 2014)

- Promote the development of critical and creative-thinking skills. (page 78 of *MYP: From principles into practice*, 2014)
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments. (page 78 of *MYP: From principles into practice*, 2014)

- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts. (page 78 of *MYP: From principles into practice*, 2014)

- Ensure internal standardization of students work to ensure consistency in the application of the criteria.

4.2 Assessment strategies in MYP

The MYP values the use of a variety of assessment strategies during the programme. (page 85 of *MYP: From principles into practice*, 2014). Learning involves students in both peer and self-assessment. Where appropriate, teachers involve students in the designing of assessment tasks and rubrics. Some of the strategies used are listed below:

- Observations
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Performance Assessments
- Process journals

4.2.1 Prior knowledge Checking (Pre-assessment)
All teachers will assess student's prior knowledge and experience before embarking on new learning experiences, in an appropriate way.

4.2.2 Formative Assessment
It is an on-going process which is used to monitor student's developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential (page 79 of *MYP: From principles into practice*, 2014). Formative assessment can take place before, during and after the substance of a unit is taught. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning. Formative assessment and teaching are directly linked and provide feedback that is responsive to students' needs and informs teaching practices.

4.2.3 Summative Assessment

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance

through consistent, timely and meaningful feedback. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify students' learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning **(**page 79 of *MYP: From principles into practice*, 2014).

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

4.2.4 Assessment planning:

Teachers need to plan assessment tasks that give students adequate opportunities to show clearly their learning journey. This can be achieved by carefully planning assessment timelines considering the demands they place on students and teachers, including workloads and personal well-being.

4.2.5 Assessment tasks

In MYP there are various categories of task that can be used as authentic, suitable and appropriate performances of understanding. These categories include (but are not limited to):

- Compositions – musical, physical, artistic
- Essays
- Creation of product/solutions in response to problems
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations- verbal (oral or written), graphic (through various media) **(**page 79 of *MYP: From principles into practice*, 2014).

4.3   MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows:

Language and literature	Analyzing	Organizing	Producing text	Using language

Language acquisition	Comprehending spoken and	Comprehending written and	Communicating	Using language
	visual text	visual text		
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing and Understanding	Developing skills	Thinking Creatively	Responding
Physical and health education	Knowing and Understanding	Planning for performance	Applying and Performing	Reflecting and improving performance

(page 80 of *MYP: From principles into practice*, 2014).

4.4 Assessment and academic misconduct: -
For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process (page 94 of *MYP: From principles into practice*, 2014).

To support academic integrity and ensure fair practices during assessments teachers and school management should know about academic misconduct so that an appropriate action can be taken. Academic misconduct includes:

4.4.1 Plagiarism – The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

4.4.2 Collusion – Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

4.4.3 Duplication of work – The presentation of the same work for different assessment components.

Any other behavior that gives unfair advantage to a student or that affects the result of another student (falsifying data, misconduct during an examination, creating spurious reflections)

(page 94 of *MYP: From principles into practice*, 2014).

4.5 Internal standardization in MYP

Where more than one teacher is teaching the same subject group, the process of internal standardization takes place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. If a subject group involves a single teacher, then the MYP Coordinator along with the teacher will ensure the internal standardization.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives. **(page 83 of *MYP: From principles into practice*, 2014**).

Common practices in using MYP criteria and determining achievement levels: In WGS, MYP teachers make decisions about student achievement level using their professional judgment, guided by mandated criteria. Teachers gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level). School regularly reports student progress towards the MYP objectives using the prescribed Subject group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Student support—Students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback in any form from the teacher, editing and correcting are all essential learning tools.

Group work—Teachers document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

For MYP:
All the work of MYP students is internally assessed by teachers. The school organizes relevant, authentic assessment according to the objectives published in the IB subject group guides and their own organization of the programme.

Internal Assessments of student work are carried out using a criterion-related approach. It plays a major role in students' development and preparation for final assessment.

4.6 Moderation of the personal project:

The official validation of personal project grades is mandatory, and requires a process of external moderation of teachers' internal assessment. Moderation offers student an external, international recognition of their achievement in the personal project. It creates a reliable international standard of achievement. When students reach the final year of the programme (MYP 5), the school will exercise the option of registering them to receive IB-validated grades. This will give them an opportunity to demonstrate consolidation of their learning through completion of a personal project. As the school has plans to offer complete MYP programme (MYP1 to MYP5) for the students, the school will offer the community project in MYP3 for preparing them for the year 5 personal project.

4.7 MYP e-Assessment:

MYP e-Assessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and e-Portfolios provide a balanced model of assessment for schools seeking IB-validated grades.
Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required e-Assessments. School will give an option to students to choose between MYP e-Assessment and school based assessment (refer section MYP course results). The school will register students of year 5 for e-Assessment once the MYP gets IB authorization.

4.7.1 MYP Awards (MYP Certificate)

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

• five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
• one portfolio from a course of study in language acquisition
• one portfolio from a course in physical and health education, arts or design
• the personal project
In order to obtain the MYP certificate, students must meet the school's expectations for community service.
The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.
• A second language and literature course (instead of a course in language acquisition)
• One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course.

MYP course results: -

For MYP year 5 students who do not seek, or who do not succeed in attaining the MYP certificate, MYP course results will report their achievements in the programme.

4.8 Feedback and reporting in MYP: -

All teachers are responsible for compiling student reports two times per year. The reports are based on the published MYP criteria. Each summative task is listed together with the criteria used for assessment. The level of assessment awarded is a 'best fit' of the student's performance at the time of the report. The total of the achievement levels will be converted to the MYP 1-7 grades by using the current year's published conversion table for Year 10, and suitably adjusted tables for Years 6-9 decided upon at the start of the school year.

The community project and the personal project: -

The community project and the personal project are known together as MYP projects. MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners. All students in MYP year 5 must complete the personal project. The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.
The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community. MYP-3 Students will do community projects.
Schools ensure that all staff, parents and students understand the central importance of the community or personal project, its aims, objectives and assessment criteria. School ensures suitable provision for all students to complete the appropriate MYP project according to the guidelines given by IB.

4.9 Conferences in MYP: -
The purpose of conferences is sharing of information between teachers, students and parents. These conferences may take a formal or informal structure. Amongst others, the types of conferences that we follow are:

i. Teacher–student
These are designed to give students feedback so that they can reflect on their work and further refine and develop their skills. It is important that these individual conferences occur frequently. This will help in order to support and encourage the student's learning and teachers' planning.

ii. Teacher–parent(s)
These are designed to give the parents information about the student's progress and needs, and about the school's programme. Teachers should take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The parents should take

the opportunity to provide the teacher with the cultural context of the students' learning. With a prior appointment, the parents can meet the concerned teacher.

iii. Student-led

Student-led conferences would involve the student, teachers and the parent. The students are responsible for leading the conference and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of learning situations. These experiences at WGS would require:

- All students to participate in student led conference once a year.
- Dedicated class time to be given to collect and reflect on work
- A reflection sheet to be completed by all three groups involved (Students, parents and teachers)
- different Content/time depending on grade level.

iv. Three-way

Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. The school will plan a Three Way Conference once in a year.

5. Assessments in DP

Students in this two years programme are expected to take up a study in 6 subjects of their choice: 3 subjects to be studied at the Standard Level (SL) and three others at Higher Level (HL). Apart from these, there is also a core component – Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and Extended Essay (EE).

5.1. Diploma Programme assessment practices

Assessment of the DP is rigorous, criterion-related performance assessment. It is based on the following aims:
- DP assessment supports the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (that is, subject grades) have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment reflects the international-mindedness of the programme wherever possible, avoids cultural bias, and makes appropriate allowance for students working in their second language.
- DP assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

- The principal means of assessing student achievement and determining subject grades is the professional judgment of experienced senior examiners, supported by statistical information.

5.2. Core elements

5.2.1. Extended essay
The extended essay of some 4,000 words offers the opportunity for IBDP students to investigate a topic of special interest related to one of the student's six Diploma Programme (DP) subject groups. Both types of extended essay (single-disciplinary and World Studies essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at university. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor in the school. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor. In countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion.

5.2.2. Theory of knowledge (TOK)
TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and a scope for inter-disciplinary understanding about knowledge. The fundamental question of TOK is "how do we know that?" Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplines. Students are required to explore knowledge questions against the backdrop of their experiences in their DP subjects. Discussion on different perspectives and critical reflection form the backbone of the TOK course, centring on discussions of Knowledge questions. TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

5.2.3. Creativity, Activity, Service (CAS)

Creativity - Activity – Service is at the heart of the Diploma Programme. It enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. CAS is organised around the three strands of Creativity, Action and Service:
Creativity - arts and other experiences that involve creative thinking
Activity - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
Service - an unpaid and voluntary exchange that has a learning benefit for the student.
Students develop skills and attitudes through a variety of individual and group activities that provide students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way,

providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

5.3. School examination

IB Diploma Programme is a two year programme that culminates with IB Final Examination that is assessed by IB examiners. At WGS these two years will be divided into four terms:
- The students will take an examination after every term resulting in two examinations every year. The results of these examinations will be recorded and shared with students and parents.
- The examinations will be conducted like mock IB Diploma exams. The school will ensure that the question papers will be created using the IB pattern and marking will be aligned with help of IB mark schemes.

Procedure to be followed by teachers:
- Plan and prepare the term assessment question paper using the curriculum and scheme of work.
- The blueprint will be submitted to the Coordinator two weeks prior to the assessments.
- Teachers will prepare two sets of question papers – one set of question papers will be filed in the assessment records folder with the Coordinator and the other will be used for assessment with students by preparing the required number of copies.

Correcting Term Assessment Papers:
- The student answer booklets will be collected from the respective subject teachers on the same day of the assessment.
- The marking will be done using the mark scheme.
- When monitoring or assessing student work staff will put an initial and date when the assessment evaluation will be completed.
- Department/Subject Heads will be entrusted with the responsibility for moderating the marking to be done by the respective teachers before the declaration of any results in order to support and maintain the consistency.
- Students will be shown the marked assessment papers in a timely manner and teachers will discuss the correct answers with the class.
- Papers will be given to the students on the parent-teacher meet and they will be asked to sign and return the next day.
- The examination office along with the strong room for the safekeeping of the exam papers will be ready before the beginning of the first academic session. The exam papers will be kept in the strong room.

5.4. Internal and External assessment
Internal Assessment Timeline will be collaboratively designed and circulated in the beginning of DP 1. This will be done keeping in mind the workload of the students and thus ensuring the quality of the work. Tentatively the timeline will be designed for 18 months. All IBDP teachers are expected to undertake an internal as well as external assessment responsibility which involves assessing the student's internal assessments and guiding them for their external assessments which are marked by IB examiners. All internal assessments will follow the citations in MLA/APA format.

For every internal assessment two written pieces will be required to be submitted (Draft and Final). Both works will be put in through Turnitin/any other software to ensure originality of the students' work.

INTERNAL ASSESSMENTS RESPONSIBILITIES OF IBDP TEACHERS:
- The IBDP Coordinator along with the subject teachers will plan the internal assessment deadlines and as far as possible should not be changed.
- Teachers will follow the instructions and the guidelines given by the IBDP Coordinator.
- Accountability for adhering to the deadlines provided in the scheme of work and unit plans for internal assessment will lie with the IBDP teachers.
- If any concern arises about students not meeting the deadlines for internal assessment, then it should be brought to the notice of the IBDP Coordinator at least one month before in writing and immediate corrective measures should be taken to avoid delay in submission of work as per the deadline.
- In case of missing the deadline by the student the respective teacher will appraise the IBDP Coordinator at least one month in advance so as to take appropriate action. A communication will be send to the parent and a face to face meeting will be held in the Coordinator's office in presence of the respective subject teachers. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the IBDP Coordinator for the record.
- Drafts of internal assessment, essays, other related material and the cover sheets will be submitted to the IBDP Coordinator.

5.5. Internal Standardization
Internal standardization will be used to make fair, reliable and valid decisions across different points in time. This practice will ensure that there will be no academic loss of the students due to the uncontrollable events (staff changes or changing education demands).
Following practices will be implemented prior to the Standardization Process:
- The IBDP Coordinator will set the guidelines and monitor the standardization process. As the school grows, HODs of every subject groups will be responsible to monitor this process and subsequently will appraise to the IBDP Coordinator. Also, it is HOD's responsibility for gathering samples of student work and guiding the group through discussions.
- The IBDP Coordinator will ensure that all the teachers will collaboratively decide and share their views before finalizing the guidelines.
- Opportunity is provided to all teachers to share their understandings, expectations and interpretations of criteria and how the criteria address the task.
- Teachers will reflect on the quality of the task and students work to understand if they are able to understand and demonstrate the expectations.

This process will ensure that students will get absolutely fair judgement by eliminating personal biases, prejudices and partiality towards individual student's work.

After the teaching and learning process, teachers:
- Make final judgments of criteria levels of their own students' achievement.
- Collate samples for the standardization process and provide copies to other teachers.
- Meet to discuss their judgments of a sampling of students' achievement based on the evidence they have.
- Have, through discussion and clarification, come to an 'agreed' judgement of each student's achievement in relation to criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

5.6. Responsibilities

5.6.1. Student responsibilities
- Successfully complete all formative, summative, standardized, and end of course assessments
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Earn a minimum grade of 60% in testing classes in order to take the IB exams for those subjects
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty Policy.

5.6.2. Parents responsibilities
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time.

5.6.3. Teachers responsibilities
- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- Communicate with students and parents frequently regarding student progress
- Analyse assessment data to identify patterns of student performance and need
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction

- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- Refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

5.6.4. IB DP Coordinator responsibilities
- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Train EE and CAS supervisors
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor the EE, CAS and TOK process
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Set deadlines to ensure all IA Assessments, extended essay, and sample sets arrive at the appropriate destinations on time.

5.7. School Grading Policy
- The student's subject reports are based on a scale of 1-7. Percentages and letter grades will not be used in the IBDP report cards.
- The latest subject grade boundaries provided by IB will be followed while computing grades
- If the student fails to submit the work on time, he/she will not be graded.
- The student needs to maintain the norms of academic honesty. In case the work submitted by the student is not authentic he/she will not be graded as mentioned in academic honesty policy.
- **Special Provisions:** The school has a SEN counsellor in place who looks after the students to cater to their needs. As mentioned in the school's SEN Policy, the students who have documented mild to moderate learning ability will be given special provisions as per the recommendations suggested by IBO.

5.8. IBDP Grading System

All subjects in the Diploma Programme are assessed both Internally and Externally. The Internal Assessment is marked by the subject teachers and then sent to the IB for moderation. The External Assessment takes place in the form of an Exam at the end of the 2 year programme. All the IBDP subjects are marked on a range of 7 to 1, 7 being the highest level. Each subject has its own grade descriptors that qualify the grade.

- A minimum grade of 3 points is required to clear a subject at the Standard Level.
- A minimum of 4 points is required to clear the subject at the Higher Level The

Core is graded differently:

For TOK and EE, the IB has a grid which interprets the grades into points on a total of 3 points.
- TOK is graded on a scale of A to E, A being the highest
- Extended Essay is also grade on the same scale.
- CAS is assessed by the completion of the eight learning outcomes specified by the IB in the CAS guide.

TOK and EE Matrix

		Theory of Knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended Essay	Excellent A	3	3	2	2	Failing Condition
	Good B	3	2	2	1	
	Satisfactory C	2	2	1	0	
	Mediocre D	2	1	0	0	
	Elementary E	Failing Condition				

5.9. Non-submission of Assessments in DP
Timelines and Deadlines:
- To ensure effective conduct of the formative, summative and internal assessment, a detailed and workable timeline will be prepared for every subject curriculum (grade- wise).
- Teachers and students will strictly abide by their internal calendar for timely submission and accomplishment of assessments with ease. Dedicated timelines for the three core requirements of IBDP namely, CAS, TOK and EE will be prepared by the respective coordinators at the beginning of the Session. Students and parents will be sent the copy of the timeline so as to ensure the adherence of the same.
- The respective coordinators and subject teachers will keep a track of the students' progress and parents are kept informed about their ward's academic growth and different Internal Assessment development stages in all subjects.
- In the event of non-submission of assignments/IAs an appropriate action will be initiated as mentioned above in the points 5.4. (Internal and External Assessment).
- In case the student still does not submit and the deadline is approaching, the DP Coordinator and the parents will be informed
- In the event of non-submission even after the internal deadline has passed, the DP

Coordinator will be informed and an NS will be sent for the component. However, the policy may be reviewed in exceptional cases like illness or an emergency by the DP Coordinator.

● Further, if the supervisor or the teacher suspects academic misconduct, they will not authenticate the work of the student and inform the DPC, who will in turn inform the IBCA.

5.10. Feedback and reporting in DP

● All the assessment criteria will be shared with parents and students during the first term of the DP itself.

● Apart from the regular weekly meetings with teachers, Parents will be invited to discuss their child's performance. Teachers will share the achievement of the students and give guidelines for further improvement.

● At the end of each term exam report cards will be issued to the parents.

● The mock examination of IBDP Year 2 students will also be assessed and reported to the parents. Each component will be evaluated strictly in adherence with the assessment criteria provided by the IB. The student will be given comprehensive feedback about his/her level of achievement as per each grade descriptor.

5.11. Conditions for the award of the Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

a. CAS requirements have been met.
b. The candidate's total points are 24 or more.
c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
d. There is no grade E awarded for theory of knowledge and/or the Extended Essay.
e. There is no grade 1 awarded in a subject/level.
f. There are no more than two grade 2s awarded (HL or SL).
g. There are no more than three grade 3s or below awarded (HL or SL).
h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
i. 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).
j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

5.12. IB Predicted Grades

The predicted grade is awarded to the students before she / he proceeds for the final written examination. This predicted grade is compiled on the basis of the learner's two-year performance; the learner's performance in the internal assessments and the teachers' observation and perception.

While compiling the Semester IV results due weight-age will be given to internal assessments by the respective teachers, which will be in consonance with the internal assessment component, as per the subject assessment outline given in

the respective subject guides.

The predicted grades to be submitted to the IB are based on the subject specific grade boundaries released by the IB for the May Session every year. Since a number of colleges expect predicted grades from the month of October onwards, such predicted grades will be given by the Career Counselling department in collaboration with DP Coordinator and Subject Teachers.

5.13. The generic grade descriptors (DP)

GRADE	DESCRIPTOR
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, and logically structured, with sufficient detail, precise use of appropriate terminology and appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural Understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking.Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations; the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, and awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

6. ANALYSIS OF ASSESSMENT

- Data about student learning will be analysed to provide information about the individual needs of students and to help differentiate the curriculum within the year group.
- Assessment information will be analysed collaboratively across the school sections to evaluate the curricula programs.
- Assessment practises will be regularly reviewed in the light of the IB standards and practices.

7. FAILING TO SUBMIT ASSIGNMENTS

If a student fails to submit work on time, without a valid reason, parents and the School Head will be notified. Students who are absent when work is due must submit the work on return to School or as soon thereafter as possible. A student may gain an extension of time provided a valid reason is given in advance of the due date. A note or medical certificate may be required in appropriate cases. If an assignment is due on the day of a School excursion or camp or a pre-arranged absence, it should be submitted before the student leaves. Computer failure may not be taken as a valid reason for the late submission of an assignment.

8. ABSENCE FROM ASSESSMENT

A student (or the parent) who knows that the student is going to be absent has the responsibility to inform the class teacher well in advance, so that suitable arrangements can be made. Students who miss assessment without giving prior notification will be marked absent. This result may be amended if documentation outlining the appropriate medical / misadventure circumstances is provided and special consideration is granted. The result is determined as an estimate from the number of assessments.

9. ASSESSMENT OF SEN STUDENTS

Where standard assessment conditions could put candidates with SEN at a disadvantage by preventing them from demonstrating their level of attainments,

special arrangements may be authorized. Coordinators and teachers will be responsible for submitting requests for special arrangements. Same standards of assessment will be applied to all candidates.

Accommodation for assessment

- Additional time Allowance of fifteen minutes per hour may be given. An additional time of thirty minutes will be allotted to students who give the examinations in Braille.
- Rest Periods: - Depending upon the medical circumstances of the students, a rest period of ten minutes per hour is allowed wherein the child cannot write and his answer sheet is covered.
- Information and Communication Technology (ICT): Use of Information and Communication technology is provided for those candidates who are not able to give a hand-written Response.

- Scribes: The students who cannot write or use any form of computer technology to give the Assessment are provided with the scribes.
- Readers: Candidate with significant reading issues is provided a reader
- Communicators: Students with hearing impairment are communicated through use of lip-speaking, sign language and fingerspelling.
- Prompters: Candidates with neurological or cognitive disability resulting in a severe attention problem can be provided with a prompter.
- Modifications to Examination Papers: Modifications in Examination papers can be made for students with visual and hearing Impairment. Examinations papers in Braille, on Coloured paper, with larger fonts are allowed. Audio recording of examination papers can also be done for the visually impaired.
- Transcriptions: Students with learning disabilities or any physical disability when they have illegible handwriting can be provided with a Transcriptionist.
- Alternative Venues for examination: A candidate is permitted to take an examination in a separate room if it is the best interest of the candidate or other candidates in the group.
- Extensions to Deadlines: A student with any illness or has met with any accident is provided an extension of time to submit his work.
- Assistance with Practical Work: Candidates with physical disability can have assistance with practical work.
- Exemptions from Assessment: Candidates with speech difficulties can be exempted from oral activities and candidates with gross physical disabilities can be exempted from practical work in the Science subjects for safety reasons.

10. Links To Other School Policies

- **Academic Honesty Policy** – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework,

formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

- **Language Policy** – Student language needs will be considered when creating and implementing assessments.
- **Special Educational Needs/Inclusion Policy** – Assessments will follow all requirements outlined by the student's IEP and the Inclusion/SEN Policy of WGS.

11. REVIEW AND MONITORING of ASSESSMENT POLICY

- Generally, the assessment policy of the school is reviewed periodically. It will be amended and updated as required. This information will be shared with all the stakeholders through the school website and hard copy. Inputs will be taken into consideration and incorporated before the final implementation.

ANNEXURES
Annexure 1

ASSESSMENT STRATEGIES

➢ **Observations:** All students would often and regularly be observed, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).

➢ **Performance assessments:** The assessment of goal-directed tasks with established criteria. They would provide authentic and significant challenges and problems. In these tasks, there would be numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

➢ **Process-focused assessments:** Students would be often and regularly observed, and the observations would be recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) would be common methods of collecting observations.

➢ **Selected responses:** Single occasion, one-dimensional exercises: Tests and quizzes would be the most familiar examples of this form of assessment.

➢ **Open-ended tasks:** Situations in which students would be 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, could be included in the portfolio.

➢ **ASSESSMENT TOOLS:** The assessment strategies are put into practice using the assessment tools.

➢ **Rubrics:** 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 can be developed by students as well as by teachers.

➢ **Exemplars:** Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their school context.

➢ **Checklists:** These are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist.

➢ **Anecdotal records:** Anecdotal records are brief written notes based on

observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.

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

Annexure 2

➢ **Conferences:** The purpose of conferences is to share information between teachers, students and parents. A school should determine the function of conferences in order to develop their structure, and this might include goal setting. These conferences may take a formal or informal structure. The following structures may be used.

➢ **Teacher–student**: These are designed to give students feedback so they can reflect on their work and further refine and develop their skills. It is important that these individual conferences occur frequently in order to support and encourage the student's learning and teacher planning.

➢ **Teacher–parent(s)**: These are designed to give the parents information about the student's progress, development and needs, and about the school's programme. Teachers should take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the student's learning.

➢ **Student-led:** Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student's portfolio. The student identifies strengths and areas for improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The conferences must be carefully prepared, and time must be set aside for the students to practise their presentations. The format of this conference will depend on the age of the student and all of the participants must understand the format and their roles prior to the conference.

➢ **Three-way:** Three-way conferences involve the students, parents and teachers. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference.

➢ **The written report:** Written reports are seen as a summative record for students, parents and the school itself of a student's progress. Nonetheless, the formative potential of an effective reporting procedure should not be overlooked. Reports that clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment), are helpful aids to a student's development. The reporting system and procedures of a PYP school should reinforce the underlying values of the programme. Many schools will be subject to local requirements that include standardized reports or formats that may not reflect PYP objectives and assessment criteria. In such cases, schools are expected to devise additional forms of reporting that take into account the assessment model of the PYP and provide a clear indication of the student's progress with reference to the learner profile.

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