ADANI INTERNATIONAL SCHOOL ASSESSMENT POLICY

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Adani International School Vision & Mission

Vision Statement

We are committed to providing state-of-the-art education infrastructure consistent with evolving global educational trends that inspires children to be nation-builders pushing India's global ambitions.

Mission Statement

To be the leading Indian school that provides a global learning experience with educational application that is future ready.

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Assessment Philosophy

At Adani International School, assessment is an integral part of planning, teaching, and learning with an emphasis on the holistic development of the student, creating lifelong learners who are motivated and accountable for their continuous learning. Assessments at Adani International School are continuous and fair, providing information about student performance in both areas of strength and challenge. It also provides information on the efficacy of the curriculum and focuses on what students know, comprehend their abilities, and feelings at different phases of the learning cycle; the objective of assessment is to maximize the potential of each student. Assessment is the 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 stake holders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement.

Aims of Assessment policy specific to PYP:

This policy ensures that our school will provide parents and students with a full and accurate reporting of the individual student's progress, performance, effort, and achievement, through fair and comprehensive feedback, observations, and evaluations.

The Main Purpose of Assessments in PYP:

- ➢ Communicate achievement status to parents.
- ➢ Provide information to students for self-evaluation.
- ➢ Select, identify, or group students for instruction.
- ➢ Provide incentives for students.
- ➢ Evaluate the effectiveness of instructional programs.

➢ Document students' effort or responsibility.

Aims of Assessment policy specific to CAIE:

Assessments in CAIE is a lifelong passport for study and work.

Assessment has two important roles:

➢ to prove what a student has learnt.

➢ to improve a student's understanding and skills.

Good assessment lies at the heart of a good education. Assessments are designed to be fair, valid, reliable, and practicable, so that every Cambridge exam provides a true picture of a student's ability, wherever and whenever the exam was taken. This means our assessments have real, lasting value and can be a lifelong passport to further study or employment.

Aims of Assessment policy specific to DP:

The aim of assessment in the Diploma Programme is to support the requirements of the curriculum and uphold the philosophical underpinnings of the programme. This is to be achieved by implementing effective classroom practices that support the teaching and learning process. It allows the teachers to provide prompt feedback to students with regular opportunities for reflection on their own learning. Assessments provide feedback to students, and feedback to teachers on students' particular strengths and limitations. This feedback to teachers plays a crucial role in guiding future planning.

The Main Purpose of Assessments in DP:

➢ To provide effective feedback for learners

➢ To facilitate the students' motivational level

➢ To identify learning strengths and weaknesses and provide ways of improvement.

- To show continuous progress in specific areas
- To assist evaluation of teaching methodology and resources
- To provide critical information to other teachers and parents about a child's academic progress.
- To enable students to form a balanced judgment about the quality of their work.
- To provide "the scaffolding process" with the understanding of subject specific standards as revealed through the IB grade descriptor.
- Diploma Programme assessment procedures measure the extent to which students can understand key concepts and retain knowledge.

Roles and responsibilities of Teachers:

- Implement the assessment policy in school.
- Ensure that the principles of academic integrity are upheld in all assessments.
- Understand assessment requirements for each subject and the core and use them in the development of the curriculum documents.
- All teachers are responsible for assessments, evaluation and reporting of the students under their instruction.
- To provide timely and effective feedback to inform and improve their learning.
- Implementation of formative and summative assessment consistent with IB expectations.
- Internal moderation/quality checks to ensure that internally marked coursework is at the standard.

Roles and responsibilities of Students:

- Students are responsible for adhering to the academic integrity policy of the school while attempting assessments of subjects and core components.
- Students are responsible to seek feedback and clarification on the tasks.
- Follow strictly the practices prescribed in the Assessment policy.
- Ensure that the principles of academic integrity are upheld in all assessments.

Roles and responsibilities of Parents:

➢ Read the assessment policy and be aware of the provisions and practices laid out by the policy.

➢ Encourage their child to treat the assessment feedback constructively.

➢ Educate and counsel children on the importance of academic integrity.

Roles and responsibilities of School:

➢ Communicate school's assessment philosophy, policy and procedures to the school community and provide students with feedback to inform and improve their learning.

➢ Prepare and share the timeline for internal submission deadlines.

➢ Recording and reporting the progress of the child to their parents.

➢ Educate the students and parents about the assessment expectations, standards, and practices in DP.

➢ Allow time for teacher collaboration, planning, and reflection.

➢ Promote best practice and high levels of integrity from its teachers and students.

Assessments in PYP:

This assessment policy in PYP ensures that our school will provide parents and students with a full and accurate reporting of the individual student's progress, performance, effort, and achievement, through fair and comprehensive feedback, observations, and evaluations.

Assessment is the 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 stake holders.

ASSESSMENT TOOLS:

Several assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria. Assessment strategies help us answer the question, "How will we know what we have learned?" The range of approaches selected provides a balanced view of the student.

Rubrics: Established sets of criteria used for grading student's tests, portfolios, or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. • Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

These tools provide an overview of knowledge gained over a set period. Both internal and external assessments are used.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Performance based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.

Approaches to Learning skills assessment: Evaluations of students' research, thinking, communication, self-management, and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Open-ended assessments: Students are presented with a challenge and asked to provide an original response.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection. Grade level teachers use common assessment types, tools, and strategies within the same area of learning.

Assessment practices in CAIE:

This policy ensures that our school will provide parents and students with a full and accurate reporting of the individual student's progress, performance, and achievement, through fair and comprehensive assessments, observations and evaluations.

Assessment for Learning, whereby ongoing assessments and related feedback helps the learner to understand their own progress and take responsibility for their own way forward, is the key approach underpinning high quality teaching and learning at the school.

The school is committed to ensuring the optimal progress of each individual student, and therefore uses a rich variety of assessment methods to identify progress, demonstrate student achievement, and guide instruction. We also analyse the assessment and evaluation data to understand class, grade, and school-wide results, trends, comparisons, and implications, while constantly seeking to improve both teaching and learning.

Principles and Expectations:

➢ Responding to students' work and assessment results provides important guidance and is a key motivational tool.

➢ Marking and feedback is most effective when it is formative and timely in nature – both feedback and feed forward.

➢ Continuous assessment strategies will underpin the classroom assessment practice by consistently checking for understanding, skill growth and content/concept mastery.

➢ Self- and peer-assessment will be key assessment strategies for writing, speaking and project-based learning opportunities.

➢ A variety of feedback to students is useful in helping them to understand how their work can be improved and developed.

- It is the responsibility of departmental teams to agree how work produced by students will be responded to and assessed, with consistency across grade levels/subjects/departments.
- Assessment for students with special needs will typically be based on the targets and goals in the student's Individual Education Plan, with reports clearly indicating this.
- Internal school assessments will be supported by a regular, efficient and succinct tracking and reporting system, and students' progress will be shared only among relevant teachers, other school professionals, and parents.
- Students will be given appropriate exposure to assessments which will prepare them for public/external examinations.
- International benchmarks are used to provide a realistic measure of student performance against others.
- Rubrics and indicators are used to guide students to achieve as well as they are capable.

GUIDELINES:

Marking, feedback and checking for understanding will:

- be frequent, timely, regular, and purposeful.
- help students know and recognise the outcomes and standards they are aiming for, through the use of rubrics and student work samples/models.
- provide recognition for achievement, give clear feedback, and offer strategies for improvement and next steps.
- allow specific time for students to read, reflect and respond to marking.
- respond to individual learning needs and learning styles.
- provide or develop student-designed rubrics for a range of assessments to empower students in identifying their own progress and specific learning needs.
- inform immediate and future planning.
- feed into the school's individual student tracking system.
- feed into the support systems for SEN, G&T, and students at risk.
- be moderated for fairness and accuracy of marking, when a formal

assessment, (e.g. a major assignment or test) by other peer colleagues who share an understanding of the assessment and skills/content being assessed.

Teachers can respond to work produced by students through the use of:

- ➢ oral feedback such as conferencing or oral Q&A about the work or results.
- ➢ written feedback on paper or electronic
- ➢ self-assessment.
- ➢ peer-assessment.
- ➢ checking for progress/understanding during lessons.
- ➢ formative assessments to show interim progress and guide the student forward.
- ➢ summative marking using mark schemes, rubrics or set criteria.

Effective Target Setting

- ➢ Using summative assessment data, teachers will support students in making SMART targets to motivate their own achievement.
- ➢ A whole-class target setting, such as for a collective overall skill improvement, is also utilized.
- ➢ Review and reflection of achievement toward reaching or exceeding targets will be undertaken at periodic intervals.

Assessment for Learning (AfL)

The school is committed to the important contribution AfL can make to student development and academic performance. AfL is the responsibility of the teacher, who is to make sure that in every learning experience the student understands what knowledge, understanding, and/or skills they have acquired, and is aware of what they need to do next to further improve their skills, knowledge and understanding. All assessment done to measure or indicate this is to be used by both teacher and student in order to learn from it: i.e. how to improve, to correct errors, to take what 'next steps', and go further to make progress.

To ensure AfL occurs, during their lessons, teachers will use:

- ➢ shared learning objectives that students understand.

- integrated ICT hardware and software, used as tools for learning the curriculum and developing related skills.
- effective questioning inclusive of all students and of students' own questions.
- thorough, timely marking and meaningful feedback and 'feed forward' (helping students understand what to do next).
- opportunities for students to choose among activities and assessments, to be more critical in their thinking and/or creative in their products demonstrating understanding.
- various types of formative assessment to inform more effective learning and teaching.
- methods that actively engage students in evaluating their own performance and progress.
- challenging targets for students to aim for as they learn.
- expectations and opportunities are provided for students to reflect on their own achievement and growth, identify problem areas or weaknesses as well as next steps, and to seek help in order to better understand how to improve or learn.

Reporting Student Progress:

The school will provide two reports per academic grade. At the end of each semester, a full report will be provided for each student, indicating his or her progress and performance for that period. In higher grades, the reports become less narrative and more symbolic, where at early grade levels, more indicators of progress are narrative. At least twice per grade, parents are invited to come and meet with their child's teachers to converse about their mutual interest in supporting that student's optimal success.

External Assessments:

The school is committed to utilizing appropriate external, standardized, and norm-referenced testing to understand the progress of its students in relation to others. Parents will be notified of any external assessment tool being utilized, with an explanation of its source, nature, application, and purpose. Results, whenever possible, will be shared with parents.

Assessment practices in DP:

Assessment in DP includes formative assessments, summative assessments, tests, semester end examinations, lab works, projects, oral presentations, portfolios etc. It is a process of gathering information to understand what the students know, understand, and can do with the knowledge as a result of educational experience. Assessment is carried out at various stages throughout the program and the assessment plan includes criterion-based Formatives and Summative. Internal standardization and moderation are undertaken when more than one teacher is teaching the same subject groups before final achievement levels are awarded. The process involves teachers meeting, along with the Head of Department, to come to a common understanding of the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their professional judgements.

Formative assessment is carried out before and/or during a unit of study. Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students to achieve their potential. It gives teachers and students insights into the ongoing development of knowledge, understanding, skills and attitudes. Formative assessment can be criterion related graded or ungraded, and can also take the form of informal observation, question-and-answer sessions, reflection, quizzes, written work, etc.

Types of Formative Assessment:

1. Presentation/Oral Commentary
2. Projects Based Learning (PBL)
3. Lab Report
4. Quiz, Puzzles
5. Regular Test
6. Homework
7. Open book Assignment
8. Group discussion/Debates
9. Note taking.
10. Assignments
11. Research Paper and commentary
12. Peer Assessment
13. Self-Assessment
14. SDL-Self-directed learning
15. EOL-End of unit assessment.

Summative assessment takes place as the cumulative assessment for a unit, term, or course of study. The summative assessment gives the teacher evidence for evaluating the student's achievement level against the assessment criteria and contributes to the determination of the student's achievement level in that specific criterion. The criterion and their descriptors are mandated by IB. The teacher can design and develop many different forms of summative assessment tasks.

End of Semester examination: At the end of each semester examination is conducted.

The formal reporting will be conducted twice a year after semester 1 and semester 2. All 6 subject objectives will effectively be reported upon with a

conversion to the IB 7-point scale.

Diploma Program Assessment cycle:

A typical DP year comprises of two semesters that culminate with the end of the semester examination. Semester I and Semester II (Final) exams will lead to a report summarizing the learner's achievement level over the year. These are converted for the reporting on the 7-point scale twice a year. This conversion is based on the band scales indicated for each subject /level in the most recent IBDP subject report available.

Weightage of formative assessments is 20%, summative assessments 30% and semester end examination is 50%.

Recording and Reporting:

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. Various assessment strategies are used to record the progress of the students. This is an ongoing process with the help of Formative and Summative Assessment. Anecdotal records, checklist, teacher, student self - reflection, rubrics, Continuum, running record are ways in which student's progress record is maintained. In DP, there are two reporting cycles per year, following the Semester I and Semester II Examinations.

Assessments and reporting in DP has the following major roles:

➢ DP 1 has 2 major reports generated at the end of each reporting cycle in December and May respectively.

➢ DP 2 has one report generated at the end of first semester in December and one after the mock examination in March.

➢ The grades are generated by a process of standardization within each department.

➢ All reports are published on Managebac at the end of each reporting cycle. Each report carries scores in percentage, final grade points (1-7)

for each and descriptive comments for each subject.

➢ Extended Essay, TOK (E-A) and CAS comments are included in the DP1 Semester II report and in DP 2 Semester I and Mock report.

➢ DP subject criteria given by IB are strictly followed and these criteria are shared with the students.

➢ Feedback on each assignment and tasks are shared with the students and if necessary clear guidelinesfor improvement should be given to the concerned student.

➢ All faculty members maintain student assessment records for their respective subjects.

Grading system in DP

➢ All assessments are aligned with IB learning objectives.

➢ The final reports reflect grades from 1-7 for each subject.

➢ Subject specific mark bands, based on IB grade-boundaries are used for grading.

➢ The grade boundaries are reviewed at specific intervals.

➢ The final grade award takes into consideration the mark bands as well as teachers' professionaljudgement on the students' performance which is reflected in the predicted grades.

➢ Subject grade awards are given at the end of each academic year.

➢ TOK and EE are graded at the end of the academic year on a scale of A to E.

Connection to other policies:

The Assessment Policy has been created in tandem with policies, including the Academic integrity Policy, the Inclusion Policy, and the Language Policy. While most of these aspects refer primarily to an Assessment situation, students at Adani International school will be aware and practice Academic Honesty in all forms of original work.

Accesses arrangements need to be provided to students to ensure fairness in assessment practices. All such inclusion assessments should be in accordance with the principles laid out by the IBO and should be consistent with the practices mentioned in the school's Inclusion Policy.

Inclusion in assessments:

In cases where normal examination procedures and conditions are likely to put a student at a disadvantage as compared to his/her peers, the school should arrange access arrangements to ensure principles of fairness.

Some of the instances where a candidate is eligible for access arrangements are.

➢ learning disabilities

➢ communication and speech difficulties

➢ autism spectrum disorders

➢ social, emotional, and behavioral challenges

➢ physical and sensory challenges

➢ medical and mental health difficulties, including temporary medical conditions.

➢ additional language learning needs.

The above list is not exhaustive and inclusive arrangements can be provided to any student who requires support and is eligible for it as per the guidelines specified by the IBO. All such arrangements must be consistent with the guidelines and procedures laid out in the document "Access and Inclusion Policy [2018]" published by the IBO, as well as the school's Inclusion Policy. It is mandatory that the school provides the student with the same access arrangements for in school assessments as the ones that have been applied for/authorized for formal assessments by the IBO. Similarly, if a request for access arrangements has been denied by the IBO, the school should immediately discontinue/modify (as per the instructions of IBO) any such access arrangements which were being offered for in school assessments. For further

details, please refer to Adani international School's Inclusion Policy.

Conducting Summative Assessments in the DP:

The formative and summative assessments are conducted by the individual teachers; however, the semester end examination for DP 1 & 2 are supervised by the exam team and the head of section and coordinator.

Committee will consist of the following members:

1. Vice Principal

2. DP Coordinator

3. Examination In-charge.

External Assessments in DP:

The external assessments (IBDP final examinations) at Adani International school are conducted in the months of April / May each year.

At Adani International School, we also believe that it is important to benchmark our curriculum to other International Schools and to the National curriculum requirements in India. It is also important that adequate exposure is given to our students in taking assessments that are standardized externally.

Reporting of IB-DP Final Results:

The DP results are declared every year early in July and open to student viewing on 6 July. DP results are available to school/parents/ students. Procedure to access the results by students will be shared with students and parents at the end of the year 2 academic year).

The procedure on how students will view their results using individual PINs and Passwords (to be issued in advance by the DP Coordinator), will be disseminated to students and parents of DP 2.

Procedure for requesting reassessment of student performance under the Enquiry Upon Result (EUR) option on IBIS, will be intimated to parents / students of DP 2, prior to and

after the declaration of the IB DP results.

Requests for re-evaluation of student work will be entertained only through a written communication by the parent of the concerned student to the DP coordinator, stating the subject and level of the work to be re-assessed. The DP Coordinator will then do the needful through communication with the IB.

Feedback on the EUR will be emailed to the student / parent by the DP Coordinator on the receipt of the same from the IB.

Retake of DP Examination

DP 2 students who wish to retake the IBDP exams in the November / May session, in one or more subjects to enhance their Diploma grades, can do so.

All such requests for registrations should be made through a written communication, by the parent of the concerned student, to the DP Coordinator who will then do the registration. This request must come in by 28 July for the November session and by 14 November for the May session.

Review of Assessment Policy:

The Assessment policy was developed by a working committee that included the Principal, Vice Principal, DP coordinator, Exam in-charge and two DP teachers. The policy is reviewed every year by the IB faculty and administration. Any changes to the assessment policy will be made in collaboration with the staff and management as a part of the review.

Next review: June 2026

References:

1. Assessment principles and practices—Quality assessments in a digital age (ibo.org)
2. Microsoft Word - Guidelines for developing a school assessment policy _Final__e (ibo.org)
3. Diploma Programme Assessment procedures 2023 (ibo.org)
4. Teaching and learning informed by assessment in the Diploma Programme (ibo.org)