

**BUNTS SANGHA'S  
S. M. SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE  
AN IB WORLD SCHOOL**

(ISO 21001:2018 Certified)  
CAMBRIDGE INTERNATIONAL CENTRE - IN686  
IB School Code 051370

# **ASSESSMENT POLICY**

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## **The IBO Mission statement**

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

## **SMSISJC MISSION**

Through quality teaching in a learner centric environment SMSISJ aims to :

- Relate classroom learning to real life experiences.
- Inculcate innovative thinking through challenging situations.
- Provide multiple platforms to exhibit intrinsic talent.
- Offer international exposure through collaborative projects.
- Inculcate the values of personal and collective wellbeing.
- Foster a sense of curiosity among our students.
- Encourage students to respect diversity and peaceful co-existence.

## **SMSISJC VISION**

Inspiring learners to become confident, knowledgeable, open minded and responsible global citizens

## IB Learner Profile

### As IB learners we strive to be:

<b>INQUIRERS</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>KNOWLEDGEABLE</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>THINKERS</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>COMMUNICATORS</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.
<b>PRINCIPLED</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>OPEN- MINDED</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>CARING</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>RISK-TAKERS</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>BALANCED</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>REFLECTIVE</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **Philosophy of Assessment**

Assessment is an integral part of a student's educational experience. The primary goal of assessment is to improve student learning. Therefore, educators need to have the knowledge and skills necessary to create, administer, and interpret assessments. Any one assessment is a limited source of information and must be used in conjunction with all other available information about a student.

In order to increase student achievement and create an environment that supports life-long learning, educators must form a partnership with students and parents by involving them in the assessment and evaluation process. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners.

## **Purpose of Assessment**

The Assessment policy is created to ensure that the school follows the assessment practices in alignment to the IB philosophy and assessment guidelines. This policy is shared with all the interested stakeholders so that the policy is implemented as per the IB standards and practices.

### **Principles of assessment:**

**Assessment sets the basis for planning written curriculum in the school.**

**Assessment practices are shared with all the stakeholders. (governing body, pedagogical leadership team, teachers, students and the parents)**

**Formative assessments monitor the on-going learning of the students and provide feedback to the teachers to improve their teaching and the students to improve their learning**

**Summative assessment is the culmination of the student learning at the end of each unit or term.**

**Assessment provides opportunities for students to reflect on their learning and the teachers to reflect on their teaching as well.**

**All the stakeholders have to abide by the academic Honesty policy of the school.**

## **ASSESSMENT**

'Assessment' is something of an umbrella term, encompassing a range of methods and techniques (Biggs and Tang, 2007)

### **FORMATIVE ASSESSMENT:**

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

A formative-assessment technique could be as simple as a teacher asking students to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having students complete a self-assessment of their own writing. While formative assessments help teachers identify learning needs and problems, in many cases the assessments also help students develop a stronger understanding of their own academic strengths and weaknesses. When students know what they do well and what they need to work harder on, it can help them take greater responsibility over their own learning and academic progress.

## **SUMMATIVE ASSESSMENT:**

Summative assessments, are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.

Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

“When the chef tastes the sauce it is **formative assessment**; when the customer tastes, it is **summative**” (Anon)



## Plan for Assessment Pattern for Academic Year I & II

### Year-I

	<b>IBDP Y1</b>
TERM 1	<p>Each subject will have 3 summative assessments. A formative assessment is conducted every term as an alternative to the IA component in each subject. Based on the above assessments accumulative grade is calculated out of 7 for each subject at the end of the term. A report card is generated at the end of each term through ManageBac.</p> <p>The CORE components are not assessed in the term.</p>
Term 2	<p>Term 1 procedure is repeated for Term 2.</p> <p>The CORE components are not assessed in the term.</p>
Term 3	<p>Term 3 assessment is the End of Year 1 assessment.</p> <p>This assessment is based on the final IBDP assessments. The duration, maximum marks and the weightage will be as per the final IBDP assessments for each subject. A formative assessment is conducted every term as an alternative to the IA component in each subject.</p> <p>The CORE components are not assessed in the term.</p>
	<b>IBDP Y2</b>
TERM 1	<p>Each subject will have 2 summative assessments. A formative assessment is conducted every term as an alternative to the IA component in each subject. Based on the above assessments accumulative grade is calculated out of 7 for each subject at the end of the term. A report card is generated at the end of each term through ManageBac.</p> <p>The CORE components are not assessed in the term.</p>
TERM 2	<p>Term 2 exam is based on the final IBDP assessments. The duration, maximum marks and the weightage will be as per the final IBDP assessments for each subject. A formative assessment is conducted every term as an alternative to the IA component in each subject.</p>

	The CORE components are not assessed in the term.
TERM 3	Term 3 is the Mock assessments for DP Y2. This assessment is based on the final IBDP assessments. The duration, maximum marks and the weightage will be as per the final IBDP assessments for each subject. The course work marks given by the teachers are recorded in the IA and the CORE components.

## Reporting of Assessments

The school uses MaanageBac application for Reporting the assessments.

## Written Reports

The school provides a cumulative report at the end of each term to the students and the parents.

This report includes grades for each subject (1 to 7) along with the subject teachers feedback and strategies to improve.

The report also shares the feedback on the completion status of the CORE components.

Parent Teacher reporting

This is a face to face interaction by the teachers with the students and the parents.

Teachers share Constructive feedback with students and parents.

The students and parents reflect on the feedback provided.

Effective strategies are discussed to enhance the academic progress of the student.

## IB Diploma Requirements

Diploma Requirements at SMSISJ	Criteria
DP Subjects	3SL subject +3 SL subjects
Theory of Knowledge	Prescribed Title Essay & Exhibition
Extended Essay	4000 word essay
Creative, Activity, & Service	18 months of documented activity

A student will receive an IB Diploma only if the following conditions are satisfied:

- CAS requirements should be completed.
- Candidate should achieve minimum 24 points in total.
- Candidate should achieve atleast a grade “D” in the theory of knowledge and extended essay.
- The Candidate should achieve the minimum grade greater than 1 in each subject irrespective of the level of the subject.
- Candidate should not achieve a grade “N” in any of the written components or coursework. (“N” is awarded for non-submission of the coursework.
- Candidate should achieve at least a total 12points in the HL subjects.
- Candidate should achieve at least a total 9points in the SL subjects.
- Candidate should abide by the Academic Honesty policy through all the assessment.
- Candidate should not achieve a score of 2 three or more times (HL or SL).
- Candidate should not achieve a score of 3 or lower four or more times (HL or SL).

The Extended Essay and Theory of Knowledge are jointly graded with a maximum of 3 points (see points matrix below), plus CAS completion.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
E x t e n d e d  e s s a y	Excellent A	3	3	2	2	Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Diploma candidates add their points from the six subjects together with any additional points obtained from the Extended Essay and Theory of Knowledge. A score of 30 or above is considered to be good. Scores of 35 or higher are excellent. A perfect diploma score is 45 points. All IB diploma subjects are graded according to the scale pictured below.

**The IB band descriptors and diploma point's matrix:**

<b>Diploma Grade</b>	<b>Description</b>
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

## **Grading & Academic Reports:**

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement in the particular subject together with an appropriate range of marks that conform to the stipulations laid down by the IBO.

The grades and marks awarded by teachers for assessed work and reports will only be based on the standards of performance outlined in the subject specific percentage grade boundaries or mark boundaries for the component being assessed.

The student's performance is assessed at the end of the reporting period, based on work completed during the reporting period.

## **Possible Grades are as follows:**

An assessment grade is provided from 1 to 7 corresponding to the following IB Diploma grading system:

**7 - Excellent performance** - Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis and evaluation where appropriate and produces work of high quality.

**6 - Very good performance** - Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis and evaluation where appropriate.

**5- Good performance** - A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.

**4 - Satisfactory performance** - A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

**3 - Mediocre performance** - Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support.

**2 - Poor performance** - Very limited achievement of all the objectives. The student has difficulty in understanding the concept, knowledge and skills, and is unable to apply them fully in normal situations, even with support.

**1 - Very poor performance** - Minimal achievement in terms of the objectives.

### **Core components:**

#### CAS assessment

Students as well as parents will receive regular feedback from the CAS portal on which the student will upload evidence of his/ her achievements, tasks accomplished, learning outcomes, own reflections etc from time to time. It is on the basis of this and upon verification of the claims of the work done, will a student receive the grade.

#### The Extended Essay and TOK

It will be assessed externally by the IB for all IB Diploma students. The school does not award grades for internal purposes for these core requirements.. Comments will be provided for the Extended Essay, TOK and CAS, indicating whether students are meeting course requirements at that time for these core components (academic and social) of the curriculum.

## **Bibliography**

Principles of IB Assessment

[www.ucd.ie/teaching](http://www.ucd.ie/teaching)

The Glossary of education reform

Guidelines for developing a school assessment policy in the Diploma Programme