



DPSI ASSESSMENT POLICY

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Assessment Philosophy

At DPSI we believe assessment is integral to all teaching and learning. Assessment is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning. Assessment also provides information on the efficacy of the programme. Assessment focuses on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. It is a positive and supportive mechanism that enhances student learning, teacher methodologies and parent support in the overall development of student achievement.

Principles of Assessment

DPSI recognizes that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

- Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement).
- As students have differing learning styles, different cultural experiences, expectations and needs so a range of assessment strategies and tools should be adopted.
- Assessment should be varied (self, peer, facilitator).
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.
- Assessment involves students' performances, demonstrations, and product development. It often involves real-world skills that encourage collaboration, critical thinking, and problem solving.

Purpose of Assessment

The prime objective of assessment is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Assessment for learning is as important as assessments of learning. Formative assessment allows teachers to evaluate the effectiveness of instructional strategies. They are woven throughout instructional strategies, and potentially engage students in self-assessment that can be recorded at logical intervals in the flow of teaching and learning. Summative assessment which comes at the end of a unit or concept is development oriented and measures mastery of knowledge and skills.

Purpose of the assessment policy

The Assessment Policy is a working document developed by DPSI Pedagogical leadership Team. Consistent with the standards and practices of the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), this document provides an overview of DPSI beliefs and practices regarding the purpose and use of assessment in the school.

Communicating the Assessment Policy

The School Assessment Policy, alongside the school's Admission, Academic Honesty, Inclusion and Language policies, are communicated to all stakeholders. School policies are shared with staff during Induction and Insets. Overview of the MYP assessment is shared on the school website for parents and community access. School leadership and staff share necessary aspects of each policy, as appropriate, with parents and students through orientations and school information events and publications.

Initial Committee: Head of School, PYP & MYP Principal, PYP Coordinator, MYP Coordinator and Diploma Programme Coordinator.

General Assessment Practices

- Assessments will be reported in English, which is the medium of instruction.
- A wide range of tools of assessment are used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools nurtures a constructive climate for assessment and the reporting of that assessment.
- Assessment criteria is explained to and understood by students prior to learning. This enables learners to reflect upon and assess themselves based upon agreed criteria and thus empowers them as learners. It also enables learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.
- A comprehensive set of records of assessment for each student is maintained for the benefit of all stakeholders, students, teachers, parents and the school.

- Assessments is also used for review of learnt knowledge, skills and of understanding before advancing to the next unit of inquiry, or level of learning.
- The school ensures that assessment is for learning and not the other way round.
- All teachers, including single subject teachers have increasing involvement in the assessment planning process.
- At times students are involved in planning assessments to demonstrate their understanding.
- Teachers and students work collaboratively in designing criteria for success (rubrics & checklists)

Assessment in PYP

Assessment is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action.

The Primary School's approach to assessment recognizes the importance of assessing the process of inquiry as well as the products of inquiry. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and reflection skills. The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyse data
- Reporting – how we choose to communicate information

Assessing

Student learning is enhanced through systematic assessment of students' prior knowledge and through regular formative and summative assessments of ongoing learning.

Recording:

The teachers use a range of methods and approaches to gather information about student learning.

Some of the strategies used are:

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

Recording of this information is done using a variety of tools:

- Rubrics
- Checklists
- Anecdotal records
- Continuums
- Exemplars

Teachers use a range of methods to document the evidence of student learning and understanding. These include video, audio, photographs and graphic representations. Teachers also have written records of

standard observations, comments and explanations as well as annotated pieces of each student's work that form part of that student's portfolio.

Reporting:

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

Reporting to parents, students and teachers occurs through:

1. Written reports

- Student reports are written twice a year (in December and May)

2. Conferences:

- Parent-teacher conferences are held in term 1 and term 2
- Student-led conferences are held in term 2

Student-Led Conferences (SLC)

- The importance of the SLC is mentioned at the 'Meet the Teacher' day as part of the reporting process
- SLC date is published in the school calendar
- Notices informing parents are distributed at least 2 weeks before the conference takes place
- Classroom teachers and specialists meet together to plan what is to be shared
- All year levels should be consistent in their approach to the SLC
- Students are involved in choosing what is shared with parents.
- Students report to parents addressing all five of the essential elements (knowledge, skills, concepts, attitudes and action)

3. The SLC Portfolio

A portfolio:

- empowers students to be active participants in their own learning
- provides opportunities to show growth in different subject areas over time
- develops a sense of pride in each student's work and builds self esteem
- provides evidence and celebration of achievement during the student led conference
- provides a tool for students' self-assessment and reflection
- enables students to see learning as a continuous process

Expectations:

- Selection of work samples should be on going by providing regular opportunities to add samples
- Portfolios should be managed mainly by students with guidance from the teacher
- Portfolios should include work from all subject areas, including specialist subjects

Selection for Student led conference portfolio:

Term 1:

- 1 teacher's choice and 2 student's choice of work for Math, English,
- 1 teacher's choice and 1 student's choice of work for Hindi, Spanish (Grade 3 onward).
- 1 teacher's choice and 1 student's choice of work for unit of inquiry
- 1 student's choice of work for P.E, Music, Art, ICT
- 1 Learner profile reflection selection by student

Term 2:

- 1 student's choice of work in Unit of inquiry, Math, English, Hindi and Spanish (Grade 3 onward).
- 1 teacher's choice of work in P.E, Music, Art, ICT
- 1 Learner profile reflection selection by teacher
- Total number of selections: 26

4. The Exhibition

Students in the final year of the PYP carry out an extended piece of work/research based upon collaborative inquiry – the PYP Exhibition. This takes place towards the end of Grade 5. One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting.

Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence in and responsibility for their own learning
- To provide students with an opportunity to experience research into a particular topic over an extended period of time as a precursor to more advanced research later
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning from previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education.

Principles of assessment in MYP

1. Assessment is integral to all teaching and learning and is criterion-related.
2. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
3. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.
4. 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.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment Practices in MYP

- In accordance with IB guidelines, all MYP assessments are criterion-related and based upon predetermined criteria that are shared with students in advance.
- Each MYP criterion is assessed at least twice per academic year.
- All teachers within a department come to a common understanding about the meaning and application of command terms and all criteria/ task specific clarifications are written with a consistent use of command terms.
- Assessment tasks are as varied as possible to allow every student to succeed and assessment criteria is made available to students prior to any formal assessment.
- Tasks are meaningful and require students to synthesize information, apply what they've learned, and perform or demonstrate their understanding of the material according to specific criteria.
- Teachers agree on assessed work for student portfolios. This work should be clearly annotated, reflected on by student and placed in student's portfolio.
- Marking of work/note books is frequent, consistent, and helpful and should be returned promptly. Comments/marks/grades become less meaningful to students if a long period of time lapses between collection and return of class work/homework.
- Occasional self and peer assessment is done as this provides students with instant feedback and an insight into how the assessment criteria is applied.

- Each department comes to an agreement on a common standard of work presentation and performance.
- Each department participates in regular cross marking / moderation exercises.
- Informal formative assessments are an integral part of every lesson.
- Teachers cite each student's work during lessons, although the frequency varies across subjects and depends upon the work being done. Marking may involve assigning a level of achievement (as per an appropriate MYP task specific rubric), or giving pupils descriptive feedback.
- Teachers of all subjects are responsible for supporting literacy and address spelling, punctuation and grammatical issues in an appropriate manner.
- Internal Assessment is held twice each year, not as the culmination of the year's work, but as a vehicle by which to teach examination skills in preparation for the MYP eAssessment and Diploma Programme.
 - **Term 1 End Assessments:** Students take assessments at the end of the first term.
 - **Term 2 End Assessments:** Students take assessments at the end of the Academic Year.

Assessment strategies:

MYP teachers use a variety of assessment strategies. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they are used in conjunction with one another to provide a more balanced view of student achievement.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used on end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding. It provides students and teachers with immediate feedback.
- **Open-ended tasks** present students with a prompt feedback and allow them to communicate their understanding through an original response. This strategy could take the form of a pre assessment activity, a discussion, a writing task, or a presentation.
- **Performance tasks** provide students an opportunity to demonstrate the knowledge, skills, and understandings they have gained in relationship to the learning objectives.
- **Process journals** facilitate student reflections, a crucial part of the learning process. Process Journals are made by students for Visual Arts, Digital Design, Service as Action and will be eventually made in Personal Project. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.

Assessment tools

The following tools could be used to document learning and to collect evidence of student achievement in each unit.

Anecdotal records	<p>Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning. Anecdotal records can be very useful for teachers to identify learning skills, values and attitudes.</p> <p>Anecdotal records need to be systematically compiled, documented and organized, and teachers should consider various ways, including the use of information and communication technologies, to do so.</p>
Continuums	<p>Continuums help identify the next stages of learning that can lead to mastery of skills. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.</p>
Exemplars	<p>Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.</p> <p>Teachers are encouraged to select examples that are appropriate and usable within their particular context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year, if suitably anonymized and appropriate, and could be used by students in self-assessment.</p>
Checklists	<p>Checklists are useful when used formatively, as they could be applied by either the teacher or student. Checklists have the potential to be used in self-assessment and can support the development of ATL skills. A marking scheme for an examination is a type of checklist.</p>

Common Practices in using MYP assessment criteria

Teachers do the following in order to have common practices around determining achievement levels on IB rubrics:

- In all MYP subjects, there are 4 equally weighted assessment criteria. All the strands of all four criteria in each subject are assessed at least twice in each year of MYP.
- All teachers use MYP subject group assessment criteria rubrics. Assessment criteria for Years 1, 3 and 5 of the programme are provided and the subject teachers develop the objectives and criteria for Years 2 and 4 in a developmentally appropriate manner.
- Rubrics and assessment tasks are developed, implemented and sometimes assessed collaboratively by MYP teachers with reference to both relevant MYP guides and subject group overviews.
- Exemplars are made available to students.
- Rubrics include task specific clarifications to help students understand better.
- Checklists and other rubrics for formative assessments are agreed upon during collaborative department meetings and at times created by students.

- Teachers write task-specific rubrics or make assessment tasks specific by using a task sheet or by sharing grading practices on specific assessments with students during a class discussion.

Common Practices in determining achievement levels

- Teachers discuss how the command terms are used in the assessment tasks.
- Teachers standardize grades by using time during collaborative meeting to compare grading practices and agree on a common level for each summative task.
- In collaborative meeting teachers standardize their expectations for achievement by writing common assessments, using common rubrics and by discussing what they will be looking for in student work in order for a student to achieve at a certain level.

Command Terms

In accordance with MYP recommendation, teachers use the set of subject-specific command terms that are frequently used while assessing.

Reporting

Reporting is done through *ManageBac*. It is done twice in an academic year.

- **End of first Term:** Includes the performance in the End-of-Term Assessments. The first Term End Report is based on the student's performance in each criterion in the each subject group and includes narrative comments.
- **End of Year:** Includes the performances in the End- of Year Assessments. Students achieve the final grade in each subject based on the professional judgement of the teachers. Term end report in May reflects the student's consolidated performance in the entire year and has a final Grade on a scale of 1-7 for each subject as per the IB guidelines.

Recording Assessment Data

- Report cards are generated twice in an Academic year at the end of each term:
 - First term : August to December
 - Second term : January to May
- The school uses *ManageBac*, the school management software to record all the assessment data. Parents and students are able to view regularly the specific task's level of achievement and the final grade at the end of the academic year.
- Parent-teacher meeting is organised twice in an academic year.
- Additionally, parents and teachers also discuss the progress of the students through email, phone calls or arranged meetings with prior appointments.

Assessment format

Written assessments	E-portfolios /Process Journal
Language and Literature	Language Acquisition
Mathematics	Arts
Sciences	Physical and Health Education
Individuals and Societies	Design

Determining final grades for reports

Final grades are determined by the application of MYP Assessment criteria. Teachers use their professional judgment in assigning the final grades, using a combination of summative and formative data. *The MYP: From principles into practice guide* states that teachers make their final grade judgment based upon:

- Patterns in the data, such as an increasing level of performance.
- Anomalous or unexpected achievement levels.
- Other influencing factors.

Where more than one teacher teaches a course, teachers regularly work together to internally moderate student work so that a shared understanding of the application of assessment criteria is achieved and a shared understanding of the meaning of the assessment criteria is established.

Principles of Assessment in the Diploma Programme (PROPOSED):

Assessment is an essential element in evaluating the degree of success of the teaching and learning process. All stakeholders work in partnership to make the Diploma Programme students lifelong learners. Assessment evaluates the attainment of goals, objectives and standards set for each learner through rubrics, benchmarks and subject specific grade descriptors. It is ongoing and continuously demonstrates experience and skill of the learners' achievement level and the teaching ability of the Diploma Programme faculty.

Assessment in DP aims to:

- Indicate the level of learning of students and the quality of teaching in the classroom;
- Support and encourage teaching and learning by providing feedback;
- Promote positive attitude in students regarding learning;
- Develop tools for effective teaching;
- Exhibit analytical skills of students in the subject specific internal and external assessments as also in the core elements of DP;
- Equip students with varied experiences that gives them an opportunity to relate to issues of global relevance;
- Make students reflective and internationally minded in varied cultural and linguistic settings;
- Make the learners thinkers and inquirers leading them into a whole new journey of exploration;
- Ensure that all students with learning support requirements have the right to explore their skills and experience a sense of accomplishment in their specially designed assessment tasks.

Assessment Practices in DP:

- The DP assessments are criterion based as against norm referenced and these are shared with students and their parents;
- Command terms are used in all subjects by all instructors and they are expected to explain the significance of these terms to the students;
- Each subject has its grade descriptors distinct from the overall grade descriptors which are discussed with the students.
- All formative and summative assessments are designed so as to make the activities interesting yet focus on the purpose of assessment which is to make a clear link between the 'taught' and the 'learnt'.

- Since assessment is meaningful when coupled with feedback, teachers are expected to share their opinion within two days of the submission of tasks.
- To make the assessment in the Diploma Programme effective, peer assessment and self-assessment is conducted for the students. Feedback of teachers is also taken from students and parents.
- All subject Teachers also observe each other's classes for a regular feedback on the teaching and learning process.
- The IB faculty is considered to be Language Teachers therefore they are expected to lay emphasis on punctuations, spellings, grammar as well as the subject content.
- Apart from the regular formative assessments in every subject there are unit end assessments during the two years of the Diploma Programme and also summative assessments (Term 1 End Assessments and Term 2 End Assessments) in all subject areas.

Forms of Assessment in DP:

At DPS International a variety of assessments are put in use for an accurate and holistic measure of students' learning, progress and achievement. These assessment categories are as follows:

- **Placement Assessment:** This is for students seeking admission to DPSI in the Diploma Programme in year 1 or year 2. Prospective students are given admission in DPSI on the basis of their performance in the English / Maths / Psychometric Test. This gives an insight into the subject combination that is in the best interest of the student. The subjects and their levels are also decided based on the students' interest, capability and the career choice and assessments.
- **Formative Assessments:** These are conducted on a regular basis at DPSI to measure the students' knowledge and skill. These assessments help teachers in taking the lesson / unit forward as it gives a clear insight into the level of knowledge and helps in reaching the learning of each student. A variety of assessment tools are employed, from verbal to written, to monitor the learning of the student. Formative assessment results are shared with students and parents and other subject teachers so that the outcome of teaching and learning can be reviewed and modified as per the diverse needs of each student. Formative assessments reinforce the work covered in all subjects and help develop self-discipline, organisational skills and self-reliance in students. The performance of all students is shared with all concerned through ManageBac. The following list illustrates some practices that may be used:
 - Student self-evaluation assisted by the teacher
 - Appropriate use of detailed assessment criteria (rubrics, matrices)
 - Peer evaluation supervised by the teacher (either face-to-face or using an ICT resource such as a blog)
 - Assessment tools which are primarily used for summative assessment adapted to use as formative assessment
 - Other forms of assessments like worksheets, presentations, quizzes, debate, etc.

- **Summative Assessments:**

At DPSI the summative assessment in the Diploma Programme is conducted at the end of every unit in all subjects and also as Term End Assessments (TEA) twice a year. In DP Year 1 the TEA 1 is conducted in the month of December and TEA 2 is conducted in the month of May whereas in Year 2 of the Diploma Programme TEA 3 is conducted in the December followed by TEA 4 (more commonly termed as Mock 1) in the month of March.

Students are awarded their predicted grades on the basis of their performance in the formative as well as summative assessments. Summative assessments are designed to support and encourage appropriate student learning which results in the final examinations.

Reporting Assessment results in the Diploma Programme:

During the course of one school year DPSI aims to formally report to all parents on various occasions: After TEA1, 2, 3, and 4 (mock examination) parents are invited to meet the subject teachers with their wards to discuss their academic progress to date.

The performance reports after each TEA are available on ManageBac that contains the following information:

- An examination grade in all subjects;
- A semester grade weighted at 70% on exam grade and 30% on other summative assessments to date
- Approaches to learning that are adopted by the students;
- Teachers' comments on the level of understanding of the students and forward strategies that include targets for improvement and the way these can be achieved.
- Students' own performance feedback reflecting their level of knowledge and understanding and the strategies for improvement identified by them.

ManageBac also provides a detailed report for year 2 students that contain a semester grade based on the work done by the students till the date of the report card, teachers' comments including the performance of the students, their future preparation strategy for the mock examinations and approaches to learning expectations.

IB predicted grade based on the student's performance and the internal assessment grades are made available to the IB DP Coordinator for uploading onto IBIS.

Recording Assessment results in the Diploma Programme:

Teachers maintain regular record of the progress of all students on *ManageBac*. All concerned stakeholders have access to these records. They are simple, clear and precise which make them self-explanatory. Semester grades are awarded on the basis of performance of students as indicated by the grade descriptors in each subject. Predicted Grades must be based on a range of evidence including formative, unit end summative assessments and the TEA. The analysis of the results as generated by *ManageBac* is reviewed in detail by subject teachers, the DP Coordinator and also the Secondary School Principal during the Term End Assessment Meeting (TEAM). The outcome of this discussion is a clear strategy that needs to be adopted by both the students and teachers for improvement of students' grades.

Review: This policy is reviewed as part of the school's annual review cycle. It is shared and discussed with all staff in the Inset at the beginning of every academic year.

Bibliography

- Making PYP Happen-A Curriculum framework for Primary Education
- MYP: From Principles to Practice (For use from September 2014/January 2015)
- Diploma Programme: From Principles to Practice (For use from January 2014)

First Draft- May 2014

Updated -October 2015, December 2016

Last updated – August 2017