



VICTORIOUS KIDSS EDUCARES

Assessment Policy

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Assessment Policy

Assessment is a vital part of the school's teaching and learning programme as it provides parents, teachers and students with valuable information about students' learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

1. PHILOSOPHY

We believe that...

- Assessment is designed to improve students' learning.
- Assessment defines each child's ability: what the child knows, understands and can apply.
- Assessment should be anchored in authentic tasks.
- Assessment provides students and teachers with a feedback to revise performance and improve learning and teaching.

1.1. Alignment of Assessment with Schools Mission Statement

- Assessment is a reflection of the holistic learning environment that is inquiry based, connected across the curriculum and grounded in real life experiences.
- Assessment is used to help ascertain what learners know, understand and can do.
- Assessment practices recognize that learning is a lifelong process.

1.2. Purpose

Purpose is to:

- Give timely, direct, specific and contextualized feedback which is central to all learning and teaching.
- Reflect which is an essential process of assessment and helps teachers and students to take corrective measures.
- Monitor effectiveness of programmes and provide directions for teachers, learners, parents, administrations and for overall school development.

1.3. Principles

Assessment at Victorious Kidss Educares should be guided by the following principles.

- It should reveal a student's strengths and weaknesses.
- It should measure what students understand, what they can do, and what they know.
- It should be criteria related so that students are assessed against learning objectives.
- Students should have a wide variety of assessment opportunities (written assignment, oral presentation, field work, practical work, exhibition, performance, test, research paper, peer, self and group assessment)
- Assessment should be on-going and reflective process, allowing:
 - Students to evaluate their progress and set targets for improvement
 - The teachers to evaluate the measure of success in meeting specific learning objectives.
- Assessment should be internally moderated, both at departmental and grade level to ensure consistency.

2. COMMON ASSESSMENT PRACTICES

- Assessment is integral to planning, learning and teaching across all sections.
- Learning expectations and assessment strategies are made clear to students and parents.

- Teachers plan assessment tasks collaboratively catering to the needs of the students (including learning support, ESL and SEN) Assessment values the learning process, as well as the products students create.
- The school uses a balanced range of strategies and tools for formative and summative assessment in each unit, which are reviewed regularly.
- The assessments are done by the facilitators, the peers and many a times by the student himself.

2.1. Effective Assessments

2.1.1. Effective Assessments allows students to:

- Understand their needs and set personal goals for improvement
- Use their prior knowledge to build on and guide the inquiry process
- Use their own learning strategies and build on their own strengths
- Know and understand in advance the criteria for producing quality product or performance
- Express their points of view and understanding
- Demonstrate and share their learning and understanding
- Expand on multiple intelligences to enhance their understanding

2.1.2. Effective Assessments allows teachers to:

- Be informed about every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop task specific criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community.
- Collaboratively review and reflect on student performance and progress
- Adapt to the learning styles and multiple intelligences of students

2.1.3. Effective Assessments allows parents to:

- Understand child's learning
- Provide support outside the school
- Celebrate child's learning and accomplishments
- Observe and track child's progress and growth

2.2. Developing attitudes and skills

Attitudes are explicitly taught and emphasized. The skills are best developed in the context of authentic situations, which are offered through the units. Student reflections and teacher observations are documented. These records should show the development and demonstration of the targeted attitudes and skills over time, for both spontaneous and planned activities.

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 would be communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the effectiveness of the programme.

- Students are provided with regular and prompt feedback to inform so as to regularly improve their learning.
- Assessment at the school provides students with regular opportunities for reflection on their own learning.
- Each school section has developed effective systems for recording information about student learning.
- The assessment process allows for meaningful reporting to parents about students' progress.
- Student portfolios and student led conferences are used to actively engage students in the learning process.
- The reporting cycle includes written reports and conferences. Conferences can take the form of parent –teacher conferences, three-way conferences and student-led conferences.
- Parents with prior appointment can visit the school on Saturdays to follow the progress of their children.
- Teachers provide regular and timely feedback to parents (whenever required) on student learning outside of the reporting and parent –teacher conferences cycles.
- Assessment tasks provide opportunities for students to reflect on their time management skills and develop learning goals for the future.

2.4.1. Effective Reporting includes:

- Involving parents, students and teachers as partners
- Reflecting what the school community values
- Being comprehensive, honest, fair and credible
- Being clear and understandable to all parties
- Allowing teachers 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 summative record for students, parents and the school itself of a student's progress. Reports would clearly indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment),

2.4.3. THE REPORTING PERIODS

Reporting at VKE is done twice in an academic year. At the end of each term students are provided report card with a detailed feedback. Following the feedback the parents are invited to discuss the report with the respective homerooms/subject teachers.

3. Assessments in PYP

3.1. Primary Years 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 improvements.
- 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.

3.2. The assessment task in PYP :

- Is realistic
- Requires judgment and innovation
- Asks a student to do a 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.

3.3. Types of assessments in PYP

- **Summative assessment:** It aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.
- **Formative assessment:** It provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

3.4. Recording of assessments in PYP

Learning involves students in both peer and self-assessment. Where appropriate, teachers involve students in the designing of assessment tasks and rubrics.

❖ ASSESSMENT STRATEGIES

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

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

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- **Continuums**

(Refer Annexure 1)

3.5. Documentation of assessments in PYP

Portfolios: A portfolio would be a record of students' involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessments and reflection. It would provide a picture of each student's progress and development over a period of time both as an individual and as a group learner. Part of the selection should be from the ones, that are not done very well and the student should be able to identify the areas, which need correction. It would enable students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as the areas for improvement, and then to set individual goals and establish learning plans. Portfolios would be a purposeful collection of students' work (student selected as well as teacher selected). Throughout the year, students would regularly look back at their work, select products that show progress and reflect on them. This would assist the students in becoming self-assessors. While selecting their work the students need to ensure, that they do not select only the good ones.

❖ Student's Portfolio – General

- The student's portfolio is a dynamic tool for encouraging habits of meta-cognition, self-management, goal setting and celebration.
- The student's portfolio is used for parent conferences and student led conferences and should be respected as the student's property.
- The student is responsible for regular additions to and revision of the portfolio. Both subject teachers and homeroom teachers are required to provide time and structure for the development of the student portfolio. This is on-going work and both students and teachers need to plan for this accordingly.
- E-portfolios – Students prepare their electronic portfolio (Specific to MYP & DP).

Essential elements for portfolios

- All samples in the student portfolio should be annotated with a student/teacher reflection saying what the work shows, why it was chosen and the date on which it was completed.
- The students of 3 to 5 years age group are assisted by the teachers for the selection and annotation.
- The student and the teacher are responsible for regular additions to the portfolio.
- The portfolio should include self and peer assessments, draft and final form, reflections and samples to show growth over time.
- Teachers are responsible for monitoring student portfolio content, both for the teacher selected and student selected entries.
- Portfolios should be shown to the parents during the Open Days and Report Card Days.
- The student should record their goals at the beginning of each term; goals may be on-going and may be added to, during the year.

- Each portfolio will have similar introductory pages e.g. Portrait/photo; school mission, index, etc.
- ❖ **Required assessments in PYP**
 - Samples from each unit of inquiry
 - Samples of Mathematics
 - Writing samples of Languages (English, Hindi/French)
 - Samples of P.E., Arts, Music, Dance
 - Evidences of development of skills, attitudes and attributes of learner profile
 - Evidence of student initiated action if any
 - Other items may be included, but there should be a clear purpose as to what they show and why they were chosen.

3.6. Feedback and reporting in PYP

- ❖ **Effective reporting should:**
 - involve parents, students and teachers as partner
 - reflect what the school community values
 - be comprehensive, honest, fair and credible
 - be clear and understandable to all parties
 - allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.
 - ❖ **PYP reports are:**
 - To be completed once every term
 - To be used for assessment purposes and as a form of formal communication with parents
 - To use a standardized format. Teachers to reflect on the student's performance based on the Units, Skills, Attitudes and work of specialists. Grade 1 to Grade 5 students to complete a written Learner Profile section. Nursery and Kindergarten Teachers to interview students about the attributes of Learner Profile and write it on the reports.
 - A Student Portfolio to be maintained to display work of the students and their progress
 - The reporting of the results of our assessments is holistic. Reporting focuses on process as well as product and relates the assessment results to both the curriculum and the learning context.
 - ❖ **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**
 - **Teacher–parent(s)**
 - **Student-led**
 - **Three-way:** Three-way conferences involve the student, parents and teacher.
 - **The written report**
- (Refer Annexure 2)**

<u>PYP Report Card Evaluation Scale</u>		
EVALUATION SCALE		
6	Magnificent	The student consistently demonstrates thorough, in-depth understanding of concepts and applies knowledge and skills with accuracy and independence
5	Above Expectations	The student consistently demonstrates thorough understanding of concepts and applies knowledge and skills often with accuracy and generally demonstrates independence
4	Good	The student consistently demonstrates good understanding of concepts and applies knowledge and skills with some guidance
3	Satisfactory	The student generally demonstrates some understanding of concepts and applies knowledge and skills with guidance
2	Needs Reinforcement	The student demonstrates limited understanding of concepts and is able to apply knowledge and skills in some situations with constant guidance
1	Yet to take off	The student demonstrates minimal understanding of the concepts and is unable to apply knowledge and skills even with guidance

**GRADING KEY FOR UNITS OF INQUIRY &
WORK HABITS/SOCIAL DEVELOPMENT RECORD**

?????	??	?
Mostly	Usually	Rarely

The exhibition in PYP

In the final year of the PYP, students would participate in a project, the PYP exhibition. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must have sufficient scope and significance to warrant a detailed investigation by all students. It would be a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that would be a celebration as students move from the PYP into the middle years of schooling. The exhibition would represent a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It would be an opportunity for students to exhibit the attributes of the learner profile that have been developed throughout their engagement with the PYP.

4. Assessment in MYP

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 plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

Construction of Knowledge

Standard 1-Organisation of Information-The task asks students to organize, synthesize, Interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Standard 2-Consideration of Alternatives-The task asks students to consider alternative solutions, strategies, perspectives or points of view in addressing a concept, problem, or issue.

Disciplined Inquiry

Standard 3-Disciplinary Content-The task asks students to show understanding and/or to use ideas, theories, or perspectives considered central to an academic or professional discipline.

Standard 4- Disciplinary Process-The task asks students to use methods of inquiry, research, or communication characteristic of an academic or professional discipline.

Standard 5- Communication-The task asks students to elaborate on their understanding, explanations or conclusions through extended writing, oral presentations or any appropriate way to demonstrate the understanding depending on the task.

Value Beyond School

Standard 6-Problem Connected to the World beyond the Classroom-The task asks students to address a concept, problem, or issue that is similar to one that they have encountered or are likely to encounter in life beyond the classroom.

Standard 7-Audience Beyond the School-The task asks students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom and school building (where appropriate).

4.1. Middle Years Programme assessment practices

- Assessment in MYP 1-5 is criterion-related, using age appropriate and task-specific indicators. Students are given opportunity to appear for three to four summative assessments per criterion. Teachers make professional judgement for the best fit based on the performance of the student.
- Assessment practices diverse opportunities for students to demonstrate their learning in relation to each criterion in each subject.
- Assessments promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Assessments promote the development of critical- and creative-thinking skills
- Assessments provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Student reporting processes are regularly practiced to ensure feedback is provided on students' approaches to learning skills as well as their achievement across all subject criteria.
- Teachers negotiate assessment deadlines with students.
- In MYP Intercultural awareness, holistic education and communication are supported and developed through assessment practices.
- MYP assessment practices support interdisciplinary learning and the on-going development of student understanding in relation to the global context.
- All MYP teachers regularly engage in internal standardization of students work to ensure consistency in the application of the criteria.

4.2. Assessment strategies in MYP

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

4.2.1. Pre-assessment

All teachers will assess students' prior knowledge and experience before embarking on new learning experiences, in an appropriate way.

4.2.2. Formative Assessment

Formative assessment can take place before, during and after the substance of a unit is taught. Teachers develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies. 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. Through a variety of methods, on-going and regular assessments will be taken during the teaching and learning process to inform teachers and students about how the learning is developing. 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.

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.

4.3. MYP assessment criteria

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

Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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 analysing	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

Subjects are marked according to the following scale.

Excellent	Very good	Good	Satisfactory	Mediocre	Poor	Very poor
7	6	5	4	3	2	1

4.4. 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.

Common practices in using MYP criteria and determining achievement levels:

The VKE MYP, teachers make decisions about student achievement level using their professional judgment, guided by mandated criteria. 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 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.

4.5. Moderation of the personal project

VKE MYP students in school with the fifth year of the programme demonstrate consolidation of their learning through completion of a personal project. The majority of work for the personal project is conducted during the fifth (final) year of the programme. 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 exercises the option of registering them to receive IB-validated grades.

4.6. MYP eAssessment

MYP eAssessment 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 ePortfolios 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 eAssessments. School will register the students from 2016.

4.7. 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 ePortfolio from a course of study in language acquisition
- one ePortfolio 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 or adapted criteria as cited at the beginning of each school year. 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 are 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 practise 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. We start personal project at the end of second semester of MYP 4.

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 project.

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. The frequency would vary from once in two weeks to once in 6 weeks, subject to the age group of the students; 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 prior appointment, every Saturday the parents can meet the concerned teacher.

iii. Student-led

Student-led conference 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 Victorious Kidss would require:

- All students to participate in student led conference once a year
- Class time to be given to collect and reflect on work
- A reflection sheet to be completed by all three groups involved(Student, parent and teacher)
- Content/time would vary 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. 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.

- Once a year there would be a three way conference, preferably the 2nd Open Day which is on the 1st Saturday of September.

5. Assessments in DP

Students at this level 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 compulsory component of the Core – Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and Extended Essay (EE).

5.1. Diploma Years Programme assessment practices

Assessment of the DP is high-stakes, 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) subjects/disciplines. Both types of extended essay (single-disciplinary and interdisciplinary 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 (a teacher 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 on how we know what we claim to know. 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 disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Discussion and critical reflection form the backbone of the TOK course, centring on discussions of 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 VKE these two years are divided into four terms:

- The students take an examination after every term resulting in two examinations every year. The results of these examinations are recorded and shared with students and parents.
- The examinations are conducted like mock IB Diploma exams. The question papers are created using the IB pattern and marking is accomplished with help of IB mark schemes.
- The GDC memory is cleared for every relevant exam.

Procedure followed by teachers:

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

Correcting Term Assessment Papers:

- The student answer booklets are collected from the respective coordinator on the same day of the assessment.
- The marking is accomplished using the mark scheme.
- When monitoring or assessing student work staff must put initial and date when the assessment evaluation was completed.
- Department/Subject Head is entrusted with the responsibility for moderating the marking done by the respective teachers before any results are released in order to support and maintain the consistency.
- Students are shown the marked assessment papers in a timely manner and teachers discuss the correct answers with the class.
- Papers are given to the students on the parent-teacher meet and they get it signed by the parent and return the next day.
- The papers are kept in the examination office.

5.4. Internal and External assessment

Internal Assessment Timeline is collaboratively designed and circulated in beginning of Grade 11 to reduce the burden of work and spread the IA's over 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 assessment needs to incorporate citations in MLA/APA format. For every internal assessment two written pieces are required to be submitted (Draft and Final). Both works will be put in through Turnitin.

INTERNAL ASSESSMENTS RESPONSIBILITIES OF IBDP TEACHERS:

- The school internal assessment deadlines decided by the IBDP coordinator and teachers together should not be changed.
- Teachers teaching the IBDP subjects must abide by the instruction and guidelines given by the IB coordinator.
- Accountability for adhering to the deadlines provided in scheme of work and lesson plans for internal assessment lies with the IBDP teachers.
- Any concern about student not meeting the deadlines for internal assessment 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.
- If the deadline has not been met due to the negligence on the part of the student, it is the responsibility of the teacher to ensure that a meeting is called with the parent in the presence of the IBDP coordinator. 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.
- Cover sheets, drafts of internal assessment, essays and other related material are to be submitted to the IBDP coordinator.

5.5. Internal Standardization

Internal standardization allows us to make consistent, reliable and valid decisions across different points in time. Prevents ‘assessment creep’, whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).

Before the Standardization Process, teams will consider the following:

- HOD will monitor the standardization process and be part of it if required. Also, it is HOD’s responsibility for gathering samples of student work and guiding the group through discussions.
- The standardization process will begin at the planning stage of the teaching unit, with all teachers involved.
- Opportunity is provided to all teachers to share their understandings, expectations and interpretations of criteria and how the criteria address the task.
- Teachers reflect on the quality of the task and students work to understand if they are able to understand and demonstrate the expectations.

These discussions provide opportunities for biases and prejudices to be aired and discussed, and shared expectations to be developed about how to arrive at final grades.

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 diagnostic, 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 are not used in the IBDP report cards.
- The latest subject grade boundaries provided by IB are followed while computing grades
- If the student fails to submit the work on time, he 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:

As mentioned in the school's SEN Policy, the students who have documented mild to moderate 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.

	Theory of Knowledge					Elementary E
		Excellent A	Good B	Satisfactory C	Mediocre D	
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 bring the formative, summative and internal assessment into practice, a detailed and workable timeline is prepared for every curriculum (grade-wise). Teachers and students 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 are prepared by the respective coordinators at the beginning of the Session. Students and parents are sent the copy of the timeline so as to ensure the adherence of the same. The respective coordinators and subject teachers keep a track of the students' progress and parents are kept informed about their ward's academic growth and different IA development stages in all subjects

Prior to the approach of internal deadlines, in the event a student is lagging behind the subject teachers warns him of the severe consequences of non-submission.

- In case the student still does not submit and the deadline is approaching, the DP Coordinator and the parents are 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 matter to the DPC, who will in turn inform the IBCA.

5.10. Feedback and reporting in DP

- All the assessment criteria are shared with parents and students during the first term of the DP itself.
- Apart from the regular Friday meetings with teachers, Parents are invited to discuss their child's performance. Teachers share the achievement of the students and give guidelines for further improvement.
- At the end of each term exam report cards are issued to the parents.
- The mock examination of IBDP Year 2 students are also assessed and reported to the parents. Each component is evaluated strictly in adherence with the assessment criteria provided by the IB. The student is given a 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 are given by Career Counselling department in collaboration with DP Coordinator and Subject Teachers.

5.13. The generic grade descriptors (DP)

GRADE	DISCRIPTOR
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, logically structured, with sufficient detail, precise use of appropriate terminology and with 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 is analysed to provide information about the individual needs of students and to help differentiate the curriculum within the year group.
- Assessment information is analysed collaboratively across the school sections to evaluate the curricula programs.
- Assessment practises are 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 are responsible for submitting requests for special arrangements. Same standards of assessment are 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, 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 finger spelling.
- 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. HOMEWORK POLICY

Assessment is a continuous process in VKE to ensure students understand concepts and standards in a course. It allows teachers to adjust and ensure students are learning. Assessment is also a measurement of mastery of a subject's outcomes.

Homework assignments are intended to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to assess student understanding of classroom instruction. Completion of routine homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework can also stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom.

10.1. Homework Philosophy

VKE believes that learning occurs at all times and in all places. Homework encourages students to develop an understanding that learning is not limited to school time. The homework tasks will support, enrich and develop their love for learning. This will provide opportunities for them to meet and extend their own learning styles whilst introducing them to other ways of learning.

Teachers would set homework that will be achievable and meaningful. They provide tasks that support the learning that has, or will, occur in the classroom. Our teachers establish a fair homework program and set dates and provide feedback, where appropriate.

10.2. Purpose of Homework

- To develop a love for learning
- To promote connections to and knowledge of the world around us
- To promote responsibility, independence and lifelong learning
- To develop study skills and work habits, including time management
- To develop critical and creative thinking skills
- To develop collaborative learning skills
- To process class work and to reflect on what was done and learned
- To extend class work, including practice and development of skills
- To nurture a deeper bond between the parent and a child and to build a lifelong association between the parents and the child
- Help associate the discussion about the work done in the school and class.

10.3. Types of Homework

- Independent reading (personal choice of text)
- Class reading (assigned novels, articles)
- Research (texts, internet, databases)
- Worksheets
- Extensions from group assignments
- Repetition of skills (Problem solving; making of maps, charts, graphs and/or diagrams)
- Journal writing (process journal, diary, developmental workbook, fitness journal)
- Composition or essay writing
- Paragraph writing
- Creative writing
- Data analysis
- Answering questions
- Current events
- Areas of interaction, reflection journal
- Self and/or peer evaluation or editing
- Application of technology skills
- Marking self or peer work with a rubric
- Review of class work or in preparation for texts, exams or quizzes
- Lab report writing

10.4. Students' Approach Towards Homework

Self-organization is central to homework. Homework in the junior years should help a student to develop self-organization. In the senior years, self-organization is essential for a student to manage homework effectively. One of the main values of homework is to help a student develop skills as an independent learner. To aid this, of the diary is essential to record homework tasks, due dates, special events, and other personal activities which will influence homework schedules and timing. Diaries are personal documents and will be used flexibly by different students, but their prime purpose is to record school activities and work. Most of the homework in MYP and DP is in digital form and is either mailed to the student or is uploaded on ManageBac. Students have a responsibility to regularly check their mail and ManageBac account to make sure that they are abreast with the task given.

10.5. Parents and homework

In general, the school expects that parents will provide an appropriate work environment for the student as their contribution to homework. It is the mutual responsibility of the student and the parent to check that homework is completed satisfactorily.

10.6. Homework in Diploma Programme

Diploma Programme is a rigorous and challenging programme which requires students to work diligently. Students have to complete subject assignments, Internal Assessment tasks, Extended Essay, TOK Presentation and Essay and CAS requirements to gain the Diploma Programme. Although teachers guide and train the students for all these works but students have to work independently to complete all these tasks. During the school hours, students get some free time to work on these assignments, but generally this time is not enough and they need to work from home. Teachers of all the subjects give assignments as homework which needs to be completed on time. At the same time, students are required to work on their Internal Assessments, Extended Essay, TOK and CAS from home. It is the sole responsibility of the students to manage his/her time at home and make sure that student meets all the deadlines by completing the given tasks at home.

11. 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 Policy – Assessments will follow all requirements outlined by the student’s IEP and the SEN Policy of VKE

12. REVIEW AND MONITORING of ASSESSMENT POLICY

Generally the assessment policy of the school is reviewed annually. It is amended and updated as required. This information is shared with all the stake holders through the school website and hard copy. Inputs if any are 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 particular 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 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. 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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