



**KiiT INTERNATIONAL SCHOOL**



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# *Assessment Policy 2023-2024*

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## **KiiT International School Assessment and Reporting Policy Statement**

KiiT International School is accountable to the community, through the affiliated curricula for ensuring that appropriate assessment and reporting practices are established. This includes assessment of student learning and reporting of student achievement to parents. Reporting performance at the school level and system level falls within the scope of this policy.

KiiT International School is committed to providing creative, innovative and meaningful learning programs and environments that enable students to engage and develop the necessary knowledge, skills and attitudes, and thereby to make use of their latent potentials to grow up to be an asset to our community.

Assessment and reporting are integral to the achievement of high-quality student learning outcomes. Through this policy, student learning outcomes will be improved by assessment and reporting practices that:

- are influenced by an understanding of educational researches into this area
- are integrated into teaching and learning processes in every year of schooling
- help in informed decision-making about future learning
- provide useful and timely feedback to students, parents and teachers
- are inclusive of the wide diversity of students and their families

### **Scope (Audience and Applicability)**

This policy document sets out requirements that will inform classroom and board assessment and reporting practices, in the international curriculum programmes of KiiT International School.

### **The Purpose of the Assessment Policy**

The purpose of this policy is to ensure that the school is implementing assessments and reporting practices that support the learning and achievement of the students and are consistent with departmental processes and expectations as well as international and national legislative obligations. The purpose of assessment is to monitor developments in student learning, make judgments about student achievement in relation to agreed standards, evaluate the effectiveness of teaching programs and system-level initiatives, and to inform decisions about future learning and support.



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## The School's Philosophy on Assessment

Assessment can be defined as the process of acquiring information and making judgments about students' learning over a period of time. KiiT International school's Assessment Philosophy is aligned with that of the IBO. "Key conceptual understandings are:

- Assessment is an integrated process that continually informs the learner, learning and teaching and the learning community to know what learning has been achieved and how to progress learning.
- Monitoring, documenting, measuring and reporting on learning informs next learning and teaching steps.
- Assessment capable students reflect on their learning, recognize how to adjust their learning and give feedback to others.
- A positive assessment culture supports the learning community to make informed decisions that shape and strengthen learning and teaching" (IB, Evidencing Learning, 2019)

## Academic Committee

A comprehensive team including the Core Management, the Principal, the Programme coordinators of IBDP and the assessment committee members are a part of the monitoring and reviewing of the assessment policy. The assessment policy of the school is reviewed on a yearly basis.

## Links with other Policies

The Assessment Policy works in tandem with the Admission Policy, Language Policy, the Academic **Integrity** Policy and SEN Policy.

**Admission Policy:** It outlines the principles, guidelines, and procedures that KiiT International School follows for admitting individuals into its programs. It serves as a framework to ensure a fair and transparent selection process while aligning with the institution's goals, values, and legal requirements.

**Academic Integrity Policy** – Students will adhere to all requirements of the Academic Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

**Language Policy** – The language needs of all students will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language.

**Special Educational Needs Policy** – Assessments will follow all requirements outlined by SEN Policy.

## Visibility

The Assessment Policy of the School is a very important document for all the stakeholders. The policies are available in the Principal's and the IC head's offices. It is visible at the school website and is also known to the school fraternity.



## Assessment goals and objectives

Assessment is a judgment about how well a student has attained the aims and objectives of a course. It is an integral part of the curriculum; it is derived from the following curricular goals & objectives

- Assessments for each subject must include a suitable range of tasks and components that ensure all objectives for the subjects are assessed.
- Assessment should account for a variety of learning styles by supporting the philosophical goals of the programme through encouragement of good classroom practices and appropriate student learning.
- **International Curriculum** assessments should reflect the international mindedness of the program wherever possible, must avoid cultural bias and must make appropriate provision for students working in their second language and should be differentiated to account for the diverse backgrounds of learners.
- **International Curriculum** assessment must pay appropriate attention to higher order cognitive skills (synthesis, reflection, evaluation & critical thinking) as well as
- more fundamental cognitive skills (knowledge, understanding and application).
- The published results of IC assessment must have a sufficiently high level of reliability, appropriate to university entrance qualification.
- The effectiveness of assessment is also used as a tool to reflect on the effectiveness of teaching and thereby to assist in planning for improved teaching and learning.

## DP Coordinator's Role in the assessment process

- “Ensure all IB teachers understand the nature of the IB assessment system as they all necessarily participate in this
- ensure that the school assessment policy aligns with the requirements of the IBDP
- ensure assessment philosophy, policy and procedures are communicated to the school community
- the school uses a range of strategies and tools to assess student learning
- the school has systems for recording student progress aligned with the assessment philosophy of IBDP
- the school has system for reporting students' progress that is aligned with the assessment philosophy of IBDP
- the school analyzes assessment data to inform teaching and learning
- the school provides students with opportunities to participate and reflect on the assessment of the work
- the school has a system in place so the students can consolidate their learning.

(IBO Standards and Practices, 2022)



## Assessment and the IB Learner Profile

IBDP assessment methods are intended not only to evaluate students' academic knowledge, but also to foster the development of their learner profile attributes. Through a combination of course work, projects (independent and collaborative) and formative and summative assessments, the program seeks holistic development of students, and thereby help them to be academically competent as well as to develop the skills required to be global citizens in the 21<sup>st</sup> century.

## Assessment Practices

The DP utilizes both internally and externally-assessed components to assess student performance. Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under authenticated teacher supervision forms part of the assessment for several program areas, including theory of knowledge (TOK) essays and the extended essay (EE). In most subjects, students also complete in-school assessment tasks, which are either externally assessed or marked by teachers and then moderated by the IB. By its nature, DP assessment is summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, are also used formatively throughout the teaching and learning process.

Assessment should be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).

Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer and self-assessment).

## Criterion-based assessment

IB Assessments are conducted on the basis of Criterion referencing

- 1) A student's task is bench-marked against a set assessment criterion and not against their classmate's work.
- 2) Teachers organize continuous assessments over each term.
- 3) Task specific rubrics are designed as per the requirement of the subject area grade descriptors.
- 4) The criterion-based assessments play a vital part in:
  - the students' and parents' understanding the assessment objectives and their set criteria
  - the students' preparedness for the final summative assessment
  - the academic progress as per the precepts of the program
- 5) The recording and reporting of student's levels of achievement are structures to give the students constructive feedback which points out ways in which higher targets can be achieved. Criterion referencing is a type of assessment practice where the performance of an individual candidate is assessed on the basis of predefined criterion. Each criterion has its descriptors clearly laid out, indicating students' level of performance and explanation of the same.



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Assessment should be criteria-referenced, so that students are assessed against published, agreed, learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students. Task specific rubrics are designed as per the requirement of the subject area grade descriptors.

Assessment should measure what students understand, what they can do and what they know.

Assessment should be on-going and reflective which allow students to evaluate their progress and set targets for improvement; and the school to evaluate the measure of success in meeting specific learning objectives. Assessments have to be internally standardized in each department.

## **Guidelines for Assessment Practice**

Assessment at KiiT International School is a structured, continuous and coherent practice and is an combination of formative and summative assessment.

### **Continuous Assessments**

Continuous assessment is a classroom strategy implemented by teachers to establish the understanding, and skills attained by pupils. Teachers give students assessments in a variety of ways to determine their understanding and to collect data about what pupils know, understand, and can do. These assessments consist of formative and summative assessments based on the taught curriculum. Formative assessments are conducted continuously by respective subject teachers throughout the academic year. Two summative assessments are conducted in a term.

A distinction is often made between *summative* assessment, aimed at determining the level of achievement of a student generally at the end of a course of study and *formative* assessment, aimed at identifying the learning needs of students and forming part of the learning process itself. Although these two functions are apparently quite distinct, the same assessment instruments can often be used for either purpose, the difference lying in the way the outcomes of the assessment are interpreted applied.

It is also not helpful to regard formative and summative assessments as being mutually exclusive. The two approaches should interact and be mutually supportive. Formative assessment is often valued for its lead up to the summative period.



## **Benefits of Continuous Assessments**

The continuous assessment is a tool which enables students to identify the areas in which they are having difficulty and also enables them to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the progress of the student's understanding. Teachers can modify their teaching strategies to include remedial activities for students who are not working at the expected achievement level. Teachers can also create enrichment activities for students who are working at a higher achievement level. Hence, the continuous assessment process supports a cycle of self-evaluation and student specific activities by both students and teachers.

It is a means for the teachers to know the strengths and weaknesses of their learners and a means of how to adjust their teaching pace and style.

Formative assessment has the most direct link to the way students learn, and is sometimes called assessment for learning, while summative assessment is sometimes referred to as assessment of learning all of which is a part of continuous assessment process.

## **FORMATIVE ASSESSMENT**

Formative assessment is conducted before, after or during a lesson. It helps the teacher to gather information on a student's knowledge and understanding on a particular unit.

The objective of Formative assessment is to know the student's knowledge and not grading the student's performance.

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement.



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The usual Formative Assessment tasks are as detailed below:

Tests	Note Taking Skills
Quizzes	Research papers
Presentations	Class participation
Group discussion	Experiments
Speeches	Open Book Assignments
Debates	Project Work
Symposium	Role plays

The formative assessment for each Group of IBDP is given below:

Group 1 & 2: Languages - debates, speeches, talks, extempore, creative writing, power-point presentations, quizzes, role plays, dramatizations, etc.

Group 3: Social Studies - discussions, debates, presentations, case studies, talk shows, quizzes, role plays, models, field trips, MUNs, symposiums, short projects, speeches, etc

Group 4: Science projects, experiments in the laboratories as well as in the fields, quizzes, power-point presentations, model making – static and working, etc.

Group 5: Mathematics - flash cards, mathematical quizzes, number games, puzzles, expenditure recordings, abacus, real life measurement activities, graph plotting, etc.

Group 6: Visual Arts – power-point presentation, group discussion, exhibition, curatorial rationale etc.

The following principles are followed in formative assessment.

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as a model for success.
- Students are given constructive written feedback.

The teachers can devise other different assessment tasks to suit the needs of the unit and the students.





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## **IBDP Formative Assessment Cycle**

A schedule for Formative Assessment is decided for designated months. Students & parents are informed about the schedule through Managebac. However, teachers can also decide to conduct surprise FAs as per the requirements of the students.

Teachers will conduct at least 2 FAs in each term.

Designated months for Formative Assessment Term 1

DP1/ DP2 July - October Term 2

DP1 : Nov to Mar DP2: Nov to Jan

Progress report is generated for each student on Formative Assessments Gradebook in Managebac .

The Formative Assessment records maintained by the subject teachers in Managebac will be checked by the DP Coordinator regularly.

All assessments strike a fine balance in evaluating content, knowledge and critical thinking skills of the student.

Every topic taught during the term has to be evaluated through FAs. Students receive regular feedback on every subject prior to summative assessments, particularly in regard to strengths and areas of improvement.



## **MISSED Formative Assessments (IBDP)**

1. There is no provision for the re-conducting of FA if a student misses one.
2. If a student repeatedly misses formative assessments, the Programme Coordinator may convene a meeting with the parents to discuss causes and possible solutions.

## **Summative Assessments**

The Formative Assessments should be a lead up to the Summative Assessment / Term Examinations. The setting of the format of examination papers should be proportionate, so that all the learning outcomes are accurately reflected.

Summative assessment is designed primarily for obtaining information about student achievement. It is not just an activity conducted after learning has taken place, but should be designed to have an integrated role in the teaching and learning of a subject.

They are mostly designed on the pattern of the final examination conducted by IBDP. The summative assessment happens in the form of four well documented terminal examinations (half yearly and final) each year.

The last summative assessment in DP2 will be termed as Mock Examinations to prepare the students for the final certificate / diploma exam.

Internal and External Assessments should be organized and conducted in accordance with IB rules and regulations. Staff and students should be fully aware of their responsibilities regarding academic honesty.



## Summative Assessment for IBDP

There will be **two summative assessments** in each term, **Term1 (July to October)** and Term 2 (Nov to April). However, the last **summative assessment** will be termed as the **End of Year Exam (EOY)** in the **second term examination**.

A minimum of two SA in each will avoid any student compromising with their Predicted Grade if they miss an SA due to unavoidable circumstances.

Teachers will schedule SA 1 of term 1 and SA 3 of term 2 during their lessons but the SA 2 in Term 1 and EOY Exam in Term 2 will strictly follow the pattern and complexity level of real IB Exam.

This whole process will enhance learning practices and will give students exposure to a continuous learning environment.

	Term-1	Term-2
IBDP1	SA-1(August-September)	SA-3 (February 2024)
	SA-2 (November 2023)	End Of Year (April-May 2024)
IBDP2	Term-1	Term-2
	SA-1(August-September)	SA-3 (January 2024)
	SA-2 (November 2023)	Mock (February-March 2024)

Term examinations should test the curriculum taught during that term in alignment with the approved Scheme of Work and the Unit Plans, which should be in accordance with the prescribed curriculum.

The examination question papers have to be submitted to the Program Coordinator three weeks prior to the examination along with the marking scheme for assessment of quality, content, layout and alignment. Once approved and signed by the coordinator, the examination papers must be submitted to the Examination in-charge by the teacher.

### Process of conducting SAs

Candidates must:

- take their exams in the correct timetabled sessions.
- enter the examination hall 15 minutes prior to the starting time of the exam.
- seek permission from the coordinator if arrived late.



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- Check the stationery provided by the school contains everything required for the exam. (pens, pencils, drawing instruments such as rulers and protractors and erasers.)
- write their answers clearly in non-erasable black or blue ballpen.
- use soft pencils (type B or HB) for multiple-choice tests.
  - only use pencils or pens in other colors for diagrams and maps if the question paper says they can.

## During the exam candidates must not use

- red or green ink.
- correcting fluid or tape.
- highlighter pens on answer sheets, answer booklets or in the answer sections of combined question and answer booklets.
- calculators if the syllabus or the instructions on the question paper prohibit the use calculators. Candidates can use calculators if an exam allows them to. Candidates can use programmable calculators. However, we do not allow calculators with any of the following facilities, unless the syllabus says otherwise:
  - graphic display.
  - data banks.
  - dictionaries.
  - language translators.
    - retrieval or manipulation of text or formulae and any other restricted items. This list does not include every possible item.

## Leaving the room while the exam is in progress

If candidates need to use the washroom during the exam, they must be accompanied by a member of staff. Candidates can use the washroom after 1 hour of the start time and before 15 minutes of the finish time.

## Irregular conduct

- (a) Wherever possible, the invigilator must remove and keep any unauthorized materials they find in the exam.
- (b) The invigilator must immediately inform the coordinator if any of the regulations are found breached. They can ask a candidate to leave the exam room, but only if it is essential or if the candidate would disrupt others. If they ask a candidate to leave the room, they cannot apply for special consideration. A candidate may be disqualified if he/she breaches any of our regulations.



## **Student Preparation**

Revision of portions of the syllabus covered during the term should be done for a minimum of one week before the assessments. Students should be given the following information well in advance.

1. Assessment Timetable
2. Portion of the syllabus for assessments.
3. Assessment Rules and Regulations.
4. List of the materials required during the assessments for each subject.
5. List of the materials prohibited during assessments.
6. Notice to candidates. (From my ibo)
7. Items not permitted. (from ibo)

## **Absenteeism during Summative Assessments**

If a student misses Summative Assessment because of a serious illness or medical condition or any other genuine reason, the Program Coordinator, after discussion with the Head of school may at his/ her discretion conduct a re- examination.

## **End of Program Assessment (Final IB exams)**

Diploma Program assessments are internal and external.

**Internal Assessments:** In all subjects some of the assessments are carried out internally by teachers, who mark students' individual pieces of work and upload them on IBIS for external moderation. Examples of IAs include oral exams, projects, student portfolios, practical laboratory work, mathematical investigations, and artistic performances. Where there is more than one class, internal moderation of marks will take place (for standardization of marking) prior to the sample being submitted to IB, who may confirm the marks, or moderate them upwards or downwards to bring them into line with worldwide standards.

**External Assessments:** In all subjects (except Visual Art, Theatre Arts and TOK) most marks are awarded in formal examinations conducted in May and November of the DP2 year. However, some assessment tasks are conducted and overseen by teachers over the course of the two years without the restrictions of examination conditions and are then marked externally by examiners.



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## **Submission of work / meeting deadlines**

It is, in the first instance, the responsibility of the student to ensure that all work is completed and submitted on time. In case of any delay, it is the responsibility of the student to notify the teacher of the same with a parent's confirmation. Timely submission of work ensures fairness to all students when assessing their learning. Students are required to submit work and/or assessments on Managebac between 9pm- 10pm on the deadline dates. It is expected that teachers use their positive relationships with students to encourage punctual submission of work and that late submission of minor pieces of homework or one-off cases will be dealt with by the teacher on an individual basis based on the essential agreements or routines established.

## **Procedure after the deadline for major work/assessments**

This applies to late submission of major works or assessments (formative, summative, internal assessments, Personal Project, Extended Essay, TOK, CAS, written assignments or repeat cases of late submission by an individual student. The following is the procedure: 1. Late submission within 12 hours, a behaviour note is recorded on Managebac which automatically notifies the coordinator. 2. Late submission beyond 12 hours, a behavior note is recorded in Managebac and parents notified as it is being posted. 3. In the event of non-submission after 24 hours, suitable measures will be taken by the IBDP coordinator.

In cases where the teacher has a draft of the assessed piece or a copy of work-in-progress, this can be considered as the final draft. In other cases, the student will be withdrawn from class to complete the task.

## **Grading (IBDP)**

Teachers use criteria-referenced rubrics which are established by IBO for each subject group. The rubric descriptors support the assessment objectives as published in the subject guides. Teachers use the assessment criteria to assess student work and determine achievement levels. Established boundaries for each subject group are used by teachers to determine an IB grade between 1 to 7 for feedback purposes. Throughout the two years of the program, teachers use the IB grading scale as a formative assessment tool in order to provide students with feedback regarding their achievement levels. The feedback also provides teachers with information that can guide instruction. Past IBDP examination papers and mark schemes from IBO are provided for teachers for further guidance.

The weighting of each summative assessment is decided by the subject teacher. All Subjects have specific mark band. These mark bands may change every year by the IBO.

At the end of each term the average of weighting of two SAs will form term grade.



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The following are the grade scales established by IBO:

IB Program scale for individual subjects	Diploma scale for individual subjects	Grade Descriptors
7- excellent		A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6 – very good		A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where
5 – good		A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4- satisfactory		A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3- mediocre		Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support
2- poor		Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
1- very poor		Minimal achievement in terms of the objectives



Assessment scale for Theory of Knowledge and Extended Essay
A – excellent
B – Good
C – Satisfactory
D – mediocre
E – elementary
N – no grade

At the end of the two-year program, students are assessed by internal assessment and external examination in their subject groups and receive final IB grades 1-7. To achieve the IB Diploma, students must:

- achieve at least 24 points (out of 45 points) from their combined grades in six subjects,
- secure a minimum D in Theory of knowledge Essay and Exhibition combined (no E grade or N marked)
- secure a minimum D in Extended Essay (no E grade or N marked)
- complete all tasks related to Creativity, Activity, Service

The following are failing conditions (no diploma will be awarded):

1. CAS requirements have not been met.
2. Candidate's total points are lower than 24.
3. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
4. There is a grade 1 awarded in a subject/level.
5. Grade 2 has been awarded in three or more subjects (HL or SL).
6. Grade 3 or below has been awarded in four or more subjects (HL or SL).
7. Candidates have gained lower than 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
8. Candidates have gained lower than 9 points in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

In order to make the grades reasonably justified, devoid of any bias whatsoever and a true reflection of the student's efforts, along with the teachers' observations and analytical interpretative expression, 20% weighting is given to the formative assessments (three class tests per term per subject) and 80% weighting is given to the summative assessments while compiling the results for every term.





## DP Assessment Criteria

Assessment criteria are not a tool only to assess the specific content knowledge of a candidate, but also to assess the generic skills that candidates are expected to demonstrate, regardless of the specific individuality of the response.

The assessment criteria are highly variable depending on the nature of the subjects. There is a close relationship between these criteria and the course objectives.

Overall achievement grades of A through F or 1 through 7 are assigned based on criterion- referenced standards specific to the subject and are based on the students most consistent performance related to those expectations, with an eye to their most recent performance. Student learning is evaluated at the end of the term based on the whole course rather than a few aspects of the course.

The assessment criteria for various subjects in different groups are given below -

### Group 1: Language A: Language and Literature Assessments

- Paper 1 Guided Analysis (both for HL & SL)
  - Criterion A: Understanding and interpretation
  - Criterion B: Analysis and evaluation
  - Criterion C: Focus and organization
  - Criterion D: Language
- Paper 2 Comparative Essay (both for HL and SL)
  - Criterion A: Knowledge, understanding and interpretation
  - Criterion B: Analysis and evaluation
  - Criterion C: Focus and organization
  - Criterion D: Language
- Individual Oral (both for HL and SL)
  - Criterion A: Knowledge, understanding and interpretation
  - Criterion B: Analysis and evaluation
  - Criterion C: Focus and organization
  - Criterion D: Language
- Higher Level Essay (for HL only)
  - Criterion A: Knowledge, understanding and interpretation
  - Criterion B: Analysis and evaluation
  - Criterion C: Focus, organization and development
  - Criterion D: Language

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model.



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The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work

## **Group 2 : Language B Assessments**

the examination paper requiring written production in response to a choice of tasks, the three assessment criteria are: language fluency and accuracy, cultural interaction (that is appropriateness of style, register, devices and structure in relation to the intended audience) and communication of message.

## **Group 3 Assessments**

In Economics, the assessment criterion for examination paper is knowledge and understanding, application and analysis, synthesis and evaluation and selection, use and application of a variety of appropriate skills and techniques.

In Philosophy, the four criteria for philosophy essay questions based on optional themes of study are: clarity of expression, knowledge and understanding of the philosophical issues, identification and analysis of relevant material, and development and evaluation.

## **Group 4 Assessments**

All science subjects are assessed through four components: three examination papers and practical laboratory work, which is marked by the classroom teacher. For internal assessments of all group 4 experimental sciences, there are eight assessment criteria:

- initial planning of investigation (defining the problem, forming a hypothesis and selecting variables)
- selecting apparatus and designing a method
- data collection
- data processing and presentation
- conclusion and evaluation
- manipulative skills (carrying out techniques and following instructions)
- team-working skills
- motivation and ethical working

## **Group 5 Assessments**

In Mathematics the assessment criterion are knowledge and understanding, investigating patterns, communication in mathematics and reflection in mathematics

## **Group 6 Assessments**

In all cases where assessment criteria are applied, differences in candidate achievement that lead to the award of different marks are defined by achievement level descriptors for each criterion, which describe the typical ways in which a candidate's response can be measured against the criterion. The total possible mark for a piece of work is arrived at by adding together the maximum achievement level for each criterion. Greater weighting is given to criteria considered to be more important by giving them a greater number of achievement levels.

The approach used in DP assessment in the application of criterion achievement levels is a "best fit" model. The examiner or teacher applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked.

It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded, and it is worth noting that the highest level of any given criterion does not represent perfection,



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in a way that the maximum mark on an analytic mark scheme probably would (analytic mark schemes operate over a much greater mark range than do assessment criteria).

## **Reliability**

The reliability of results must be a priority for any high-stakes assessment system. To reduce threats to reliability, DP assessments consist of a variety of tasks undertaken in different contexts and on different occasions. Emphasis is given to determining grades that consistently represent the same standard of achievement. Marker reliability is also essential. As the IB now e-marks virtually all externally assessed work, quality control systems, including detailed mark schemes, assessment criteria and sophisticated monitoring procedures ensure that individual examiners mark as closely to the set standards as possible. Great care is also taken to ensure grading reliability in determining grade boundaries through the application of consistent standards supported by statistical data. There are several ways of ensuring high reliability in the grading process.

## **TRACKING STUDENT PROGRESS; MONITORING AND RECORDING**

### **Recording and Reporting**

#### **Recording**

The school in alignment with IB emphasizes on criterion-related (as opposed to norm- referenced) assessment. This method of assessment judge's student's work in relation to identified levels of attainment, rather than in relation to the work of other students.

The School will also ensure through meetings that teachers are well aware of the DP assessment principles. The school will use a shared drive (accessible to teachers, IBDP Coordinator, Principal & Chairperson) & Managebac for the purpose of recording students' performance in formative and summative assessments. The teachers will be grading students on the basis of individual subject group grade boundaries. Also the grade boundary will differ as per the SL and HL level for the same subject.

#### **Reporting**

The school will be reporting the performance of students through Parent Teacher Meeting (PTM) held after each Summative Assessment (Calendar for Parent teacher meetings included in the Student Handbook).

Parent-teacher conferences are short one to one sessions between parent and teachers that are formally arranged by the school usually on Saturdays.

The Parent Teacher Meetings are a valuable tool to help a parent and child's teacher(s) work together for a child's success. This is a great opportunity for parents to ask questions and gather information that will help them to encourage their children to achieve success.



## Report Card

The report card that reflects the student's continuous comprehensive assessment is an elaborate document wherein each subject teacher assesses the student on various criteria and comments upon it.

The report card also reflects the student's gradual growth in the core subjects – CAS, TOK and Extended Essay. The TOK & CAS Coordinators and the Extended Essay supervisors grade the student on various parameters and give their final remarks.

The student's approach and attitude towards learning is reflected on the student's academic report card using a rubric.

The details of individual student's report card, subject reports and personal skill reports are uploaded in the Shared Drive & also archived in Managebac

The reporting procedure is comprehensive, fair and credible that reflects the CAIE & IB philosophy and values involving the parents, students and teachers as a guide for identifying the strengths and weaknesses of the students for future development.



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## Homework Policy

- Students will receive homework regularly following a homework schedule.
- DP1 & DP2 students can expect to receive 20 hours of home research & study per week.
- Students need to possess self-management skills to meet homework deadlines

Teachers should adopt collaborative approach for settings homework schedule through curriculum meetings

- Teachers need to set deadlines with the involvement of students.
- Students are expected to finish homework properly & punctually.
- Failure to complete homework on time is treated seriously.
- When completing homework is perceived to be problematic (students failure to meet homework deadline on two occasions), the student is referred to Program Co-ordinator.

Consequences –

- Forfeit recess to complete outstanding work
- Could be given extra work over usual home work
- Parents will be notified if a student repeatedly fails to complete homework on time



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## Supporting Assessment

### Responsibility of the IC Head

- To communicate with students and parents the expectations of the programme
- To Provide Supporting information about the nature of subject assessments to parents and students
- To provide a calendar of assessment due dates and the exam schedule at the diploma level.
- To monitor teacher-designed instruction, pacing and assessment to ensure it is in line with IB curriculum outcomes
- Monitor and provide instruction for purposes where the assessment has been revised by the IBO.
- Collect data from each teacher as to how students are progressing and assist teachers in interpreting that data to inform instruction
- To provide guidance in the selection of course alternatives as well as core /extended for IGCSE & level HL or SL for IBDP as will meet student program needs.

### Responsibility of Teachers

It is the responsibility of the teacher to provide students, at the beginning of each course with a course syllabus.

- Teachers will also be expected to collect, report, and utilize data in the following manner:
- Report to students and parents on student progress Inform grades in a timely manner.
- Reflect on the effectiveness of instruction and on assessment instruments

### Responsibility of student

- Observe all regulations and criteria in the completion of assessments and in taking examinations, meaning to behave ethically as outlined in the Code of Academic Honesty.
- Participate in the formative assessments to grow in concepts, skills, and knowledge.
- Meet all internal deadlines as prescribed by the teacher and the school.
- Seek help if the student does not understand a concept, struggle to develop a skill or background knowledge.
- Attend all classes regularly to receive the benefit of instructions and practice, and be organized with materials and assignments ready for class
- Bring into the classroom a willingness to grow in the Learner Profile



## Internal Calendar for meeting DP deadlines

KiiT International School believes in the system of having internal deadlines well before time so as to meet DP deadlines effectively. For this purpose the DP Coordinator is entrusted with the task of framing the internal deadline calendar keeping in mind the deadlines set by IB for external assessment and moderation. The deadline calendar for Internal Assessment is included in the Handbook.

Parents should be regularly kept informed about the progress of the students in IA in respective subjects & core requirements. (CAS, Extended Essay, Theory of Knowledge)

## CAS Reporting

CAS process is done through Managebac based on its objectives. The CAS report is generated separately through the Managebac System

## Predicted Grades

The predicted grade is awarded to the students before she / he proceeds for the final Cambridge IGCSE & IBDP board written examinations. 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 (which is intangible). The predicted grades to be submitted to the CAIE & IB are based on the subject specific grade boundaries released by them every year.

## University Predicted Grades:

Since a number of colleges expect predicted grades from the month of October onwards, such predicted grades are calculated on the basis of the students' performance over a period of their academic activities so far (whatever is the cut-off date expected by the University concerned), their grades in internal assessments and the teacher's observation and perception (which is intuitive and so intangible). The teacher's interpretation is based on the student's aptitude in the subject and the sincerity and perseverance towards the assignments.

## Internal Standardization in DP Assessment

Internal Standardization improves assessment because grade level and subject area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is an ongoing process among DP teachers. The process of standardization is revisited by DP Co coordinator at least once a year.

Internal standardization allows us

- to make consistent, reliable and valid decisions across different points in time.
- to prevent "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).
- to apply the same standardized criteria, ensuring consistency over time.
- to utilize examples to reference criteria judgments. These examples would be used within the practice phase of the moderation process.
- to engage teachers and students with the principles of assessment for learning.
- to recognize where assessment for learning is interwoven through the moderation process so that we can



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value and emphasize this practice.

Internal standardization improves the integrity and quality of assessments because

- systemic and individual teacher decisions are made with increased confidence.
- reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- dependable information is recorded and used for a variety of teaching, learning and reporting purposes.
- it provides us with more reliable and valid information when comparing cohort data with historical information

## **Student role:**

Participating in the standardization process benefits students by supporting teaching and learning goals. Students can actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops students' understanding of the desired outcomes and success criteria, and is closely linked to developing and using the skills of self and peer-assessment.





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## **Teacher role:**

Within the classroom setting, teachers should provide opportunities for students to participate in the standardization process. All teachers participate in the standardization process. A standardization leader should be identified as this is a crucial role requiring particular skills, knowledge and recognition. Willingness to engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued. The process of standardization can build teachers' content knowledge through these professional exchanges. Teachers share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated.

## **School role:**

The school's assessment cycles will incorporate regular standardization. The school will provide regular opportunities for teachers to share their interpretations and understandings of criteria. School leaders will actively support the standardization process. The school will ensure their assessment practices and standardization processes are recorded in sufficient detail. The school will develop consistent and cohesive policies and procedures for standardization, and ensure sustainability of practice.

## **Plagiarism**

The school may seek an undertaking from the parents as well as the students that the student will not resort to any academic misconduct and that the work submitted by the student will only be her / his creation. Further the student would acknowledge the sources referred and cite portions picked from various sources.

## **References:**

Diploma Programme assessment Principles and practice , <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>  
[http://www.ibo.org/globalassets/publications/recognition/assessmentbrief\\_web.pdf](http://www.ibo.org/globalassets/publications/recognition/assessmentbrief_web.pdf)