

ASSESSMENT POLICY

PRINCIPLES OF ASSESSMENT

At Genesis Global School we believe that the main objective of conducting assessment is to provide detail feedback to teachers and their scholars on the nature of scholars' strengths and weaknesses, and to help develop scholars' capabilities. Here we consider teachers as mentors/facilitators of knowledge who support learning. We make use of assessment tasks and instruments to measure scholar progress and there by assisting teachers to undertake appropriate decisions for scholars' progress. We create formative assessments after measuring the appropriate level of challenge for the scholar. We keep adjusting that level as the scholar progresses as well. While constructing the assessments we include the assessment criteria seeking "the validity and reliability", the knowledge, the skills and the understanding it measures. The assessments for the IB Diploma Scholars will be similar to the IB assessments which are aimed as a major tool for reinforcing the teaching of the curricular goals of the course content by teachers so that the scholars are ready for the various final DP assessments. The assessment systems followed in Genesis Global School will be aligned with the assessment objective of the International Baccalaureate Diploma Program. The Genesis Global School assessment system will be conducted to mould the scholars as knowledgeable and caring inquirers, who will become active, compassionate and lifelong learners, which are in line with the IB learner profile. The examination system will encourage the scholars to actively engage in the learning process, take responsibility for their own learning, and enlarge their knowledge, understanding and skills through inquiry.

Formative Assessment has to be designed at the right levels for scholars. The levels for assessment can be adjusted as per the requirement. It should be more valid than reliable. Standardized Assessment like MCQS' are cost effective, time efficient and have high degree of reliability.

Summative Assessment needs to be valid as well as reliable. Since written exams tend to be subjective the reliability is low, the validity is high.

Reliability means the consistency of scores. Consistency involves scores achieved under different circumstances as well as when checked by different scorers. The term reliability is used to define the accuracy of measurement resulting from an

assessment, and how likely it is that the same result would be produced in slightly different circumstances. An assessment is reliable if a scholar would gain the same result were he/she to repeat the assessment on different occasions, and also give the same result if the assessment were marked by different markers.

Reliable methods of assessment ensure that there are no variations in the scores obtained by the scholars.

Validity is the extent to which a test measures what it is supposed to measure. The validity of an assessment is the extent to which it actually measures what it is stated to measure. It shows the dependability of a test. Reliability and validity are together important for assessment so that biases of any nature can be avoided. Validity is seen largely as identifying a single constituent measured by a given test, and reliability is seen largely as how consistently the different items in the test behave, in terms of the correlation of scholar responses given to these different items.

Bias can be defined as a difference in outcome of an assessment process that is not related to a genuine difference in the aptitude or achievement being measured. Bias can arise from the test items/assessment tasks themselves, or from the marking of a performance assessment. In the latter case bias becomes an issue of marking reliability. They indicate the difference in outcome of an assessment process which can due to the following reasons.

1. Nature of the test items
2. Marking of performance
3. Presence of scholars with special needs
4. Personal attitudes like good handwriting, neatness etc.
5. Differences of gender, ethnicity, class, language competence.

ASSESSMENT STRUCTURES

At GENESIS GLOBAL SCHOOL, we strongly believe that Assessment is an integral part of any teaching–learning process. It enables us to identify what scholars know, understand, can do and feel at different stages in the learning process. It acts as the foundation on which we base our future planning and practice.

At genesis, we have two parallel curricula running in grades XI and XII, viz. CBSE and IBDP which are national and international level public examinations. Accordingly the assessment policy of the school is in sync with both the curricula

as the underlying principles for both have lot of commonalities. Though the assessment procedures of these Boards differ greatly, we have tried to adopt a system, which while retaining the unique individuality of formal IB DP assessment, will conform to the time schedule and prevalent formative assessment procedure followed by the school.

Formative and Summative assessment both are an integral part of our assessment. Teachers are aware of the principles and practices that the IB uses to conduct Summative Assessment.

All assessment instruments are primarily designed for formal assessment at the end of the course.

We follow the following assessment structure:

Formative Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve scholar learning and to help scholars to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum. We at Genesis adopt a variety of strategies and tools for FA. Some of these are:

- Unit Tests
- Homework – Every scholar will get home assignments that would need average 3 hours per week per subject for DP scholars. Homework may be completion of classwork, written work, research, projects, worksheets, problem solving etc.
- Orals / Viva
- Practical work
- Group work in the form of research projects
- Group discussions
- Peer assessment
- Field work

There is continuous evaluation followed by regular feedback to learners in the form of tutorials and discussions.

The Formative Assessment Strategies that are being undertaken will provide a balanced view of the scholar. The formative assessment will help teachers to:

- Identify and respond to scholars' differing needs and styles of learning.
- Support each scholar to achieve his/her individual potential.
- Teach scholars to reflect on their own learning and to analyse their personal strengths and weaknesses in a constructive manner.

Rubrics for assessment of all DP subjects have been framed by the respective teacher as per the objectives of formative assessment. Each component of the rubric

is assessed by awarding marks on different skills developed during the teaching-learning process.

The components are as follows:-

Observations: All scholars will be observed regularly with a focus on the individual, the group and the whole class, on punctuality, interest, attentiveness, scholar's self-reflection, self and peer assessment etc.

International mindedness: Scholars are presented with tasks that represent the kind of challenges that adults face in the world beyond the classroom.

Examples of scholars' work or performances: These include performance in unit tests, recalling session, homework, reports, essay etc.

Inter-disciplinary Skills: (research, thinking, communication, self-management): The focus is on the process and skill application rather than on the product.

Learner Profile Attributes: The development of learner profile attributes during the teaching learning process will be assessed.

Open-Ended questions: Scholars are presented with a challenge and asked to provide an original response in class room discussions.

Tests/Quizzes: These are aimed at providing a snapshot of scholars' specific knowledge that he/she acquires.

Portfolios: Scholars are expected to maintain a file consisting of records of special work produced by them during each session and reflections on what they have achieved. These are an evidence of what they have done in class.

Summative Assessment

Summative assessment is aimed at judging levels of attainment of the learners. In Genesis the assessment policy is in accordance with the IB principles and practices of assessment with assessment models for both SL and HL in each subject. We conduct two Summative Assessments in a year, one in November and the other in May. These are supplemented by scholar portfolios / practical laboratory work for Group-4, Mathematical Exploration and assignment submission. The question papers are based strictly on IBDP pattern and the grading is IB specific for each subject.

Every Summative Assessment includes assessing TOK Essay and the Extended Essay, at different stages of completion.

Summative and formative assessments are, therefore, inherently linked and teachers will use their knowledge of IB summative assessment expectations and practices to help scholars improve performance in a formative way.

GRADING & ACADEMIC REPORTS

All Term examinations and unit tests have a formal reporting system. Report cards are given after each Summative Assessment with extensive remarks for subject skills.

Assessment Plan for Grades 6 to 10:

| Assessment Cycle | Time Period | Reports | Percentage |
|----------------------|---------------------|---------------------|------------|
| Term 1 begins | April | | |
| Formative Assessment | April to August | Mid - term July | 20% |
| Summative Assessment | September | September end | 30% |
| Term 2 begins | October | | |
| Formative Assessment | October to February | Mid - term December | 20% |
| Summative Assessment | March | March End | 30% |

Assessment Plan for IBDP Academic Year I & II

Diploma Programme Assessments are both internal and external. Internal assessments are graded by school teachers and moderated by IBO in all subjects, while external exams are independently graded and reported by IBO.

Year 1

| | | |
|-----------------|---|--|
| July | : | Term 1 begins |
| July to October | : | Formative Assessments |
| September | : | Progress Reports on the basis of Formative Assessments on Subject specific criteria based grades. |
| December | : | Summative Assessment 1 Beginning of Extended Essay Reports to Scholars/Parents – Term 2 begins |

3 Weeks Vacations

| | | |
|------------------|---|---|
| January to April | : | Formative Assessments |
| March | : | Summative Assessment 2 and Report of Term 2 Progress Reports on the basis of Formative Assessments on Subject specific criteria based grades. |
| April | : | First draft 60% of Extended Essay |
| May end | : | Vacations |

April : Term 3 begins. Continuation of Course Work/Portfolios in Different subjects

| | | |
|-----------------|---|---|
| July to October | : | Formative Assessments |
| October | : | Progress Reports on the basis of Formative Assessments on Subject specific criteria based grades. |
| | | Term 3 Examinations |
| | | Reports to Scholars/Parents – Term 4 begins |

2 Weeks Vacations

| | | |
|------------------|---|---|
| January to April | : | Formative Assessments |
| January | : | Course Work/Portfolios to be completed |
| February | : | Extended Essay completed – TOK Presentation completed |
| March | : | Preparation Examination for DP |
| April | : | Revision |
| May/June | : | IBDP Examinations |

Term progress reports will contain grades and progress in all subject and core subjects.

- The assessment modules will vary from one subject to another as Language 1 and Mathematics have their unique assessment criteria.
- In the DP year two, scholars will be given the opportunity to demonstrate what they have learned by applying their knowledge to evaluate their achievement which will be done through various tools like written examinations, practical work, course work, portfolios, projects, class discussions and oral work. It will encourage scholars to synthesize their prior knowledge and apply it in a self- directed manner.
- The assessment criteria (rubrics) as specified by IBO will be made available to scholars with descriptions to indicate what is expected in order to meet the requirements of a given aspect.

Achievement Levels:

- **Grade 7 - Excellent performance.** Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrates originality, evidence of analysis, synthesis and evaluation where appropriate and produces work of high quality.
- **Grade 6 - Very good performance.** Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrates evidence of analysis, synthesis and evaluation where appropriate.
- **Grade 5 - Good performance.** A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.
- **Grade 4 - Satisfactory performance.** A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- **Grade 3 - Mediocre performance.** Limited achievement against most of the objectives, or clear difficulties in some areas. The scholar demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support.
- **Grade 2 - Poor performance.** Very limited achievement of all the objectives. The scholar has difficulty in understanding the concept, knowledge and skills, and is unable to apply them fully in normal situations, even with support.
- **Grade 1 - Very poor performance.** Minimal achievement in terms of the objectives.

The school is using subject-specific IB criteria to indicate levels of achievement. At the end of each term, scholar is issued with numeric grade from 1 to 7 for each subject entered as specified by subject grade thresholds. Association of Indian Universities specified grade thresholds are indicated in Annexure 1.

CORE COMPONENTS: GRADED AS SPECIFIED BY IBO

CAS Assessment

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

Extended Essay and TOK Presentation

The Extended Essay and TOK presentation are assessed internally on the basis of the criteria set by IBO and sent to IBO for moderation.

The school awards grades for internal purposes for these core requirements. Comments are provided for the Extended Essay, TOK and CAS, indicating whether scholars are meeting course requirements at specified time for these core components (academic and social) of the curriculum.

All these provide a feedback on the scholars' performance reflecting on their learner profile attributes.

REVIEW AND IMPLEMENTATION OF ASSESSMENT POLICY

Principal, Coordinators and Heads of Departments review the Assessment Criteria in consultation with subject teachers for each subject once in two years

- A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for parents, scholars and teachers on the first day of the academic session organized by the Head of School, IBDP Coordinator, the IB PYP Coordinator and the Academic Dean.
- All school policies will be communicated to the teachers, scholars and parents through regular communication and shall be uploaded on the school website once finalized.
- (PYP specific) We conduct a Parent orientation for the Pre- Primary School Parents once a year to acquaint them the ways of teaching Phonics (e.g. the parents should be aware of the way we write the letters of the alphabet and their sounds). We further acquaint Parents of Junior School with the method of inquiry, its progression and action through languages.
- The teachers are provided with their OCC information and encouraged to use it to regularly evaluate their instructional practices and to share best practices with their colleagues throughout the world.
- All new IB subject teachers meet with the Diploma Coordinator for an overview of the curriculum, practices, and assessments prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB in – house professional development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Programme curriculum and practices.
- The new teachers are registered for training for the first available IB workshops.
- IB teachers engage in collaborative planning at least once a week and for 10 days during summer vacation.

Annexure 1:

November 2010

**Indian Conversion Table required for Higher Education for students applying to
Indian Universities**

To whom it may concern

International Baccalaureate Diploma has been recognized by the Association of Indian universities as an entry qualification to all universities in India. The IBO produces and issues for universities a document detailing percentage equivalency along with the transcript of results. Upon declaration of results, the IBO gives the exact percentage for each subject on the transcript for the student. Given below is the range of IB grades to marks scheme

IB Grade to Marks Scheme

| IB Grade | Indian Equivalent Marks | |
|----------|-------------------------|-----|
| | From | To |
| 7 | 96 | 100 |
| 6 | 83 | 95 |
| 5 | 70 | 82 |
| 4 | 56 | 69 |
| 3 | 41 | 55 |
| 2 | 21 | 40 |
| 1 | 1 | 20 |

This is the official conversion scheme, when giving predicted or provisional grades schools can use this for calculating the equivalent marks on a scale of 1 to 100 by giving the midpoint of the range indicated for a particular grade.

Yours sincerely,



John Switzer
Head of Regional Development



Priyamvada Taneja
University Liaison Officer

PERFORMANCE PROFILE
IBDP (2014-2015)
PROGRESS REPORT TERM 1

Scholar Profile

| | | |
|-----------------------------|----------------------|---------|
| Name: | <Forename> <Surname> | <Photo> |
| Class: | <Reg> | |
| Admission No.: | <Local UPN> | |
| Date of Birth: | <DOB> | |
| House: | <House> | |
| Residential Address: | <AddressBlock> | |

| | |
|----------------|-------------|
| <Relationship> | <Full name> |
|----------------|-------------|

| | |
|-------------------------------------|-------|
| Total Attendance of scholar: | |
| Total working days: | |

ENGLISH ASSESSMENT

| Assessment | Score | Maximum Marks | Assessment Tool used | Criterion Assessed |
|------------|-------|---------------|----------------------|--------------------|
| 1 | | 5 | | |
| 2 | | 5 | | |
| 3 | | 5 | | |
| 4 | | 5 | | |
| 5 | | 5 | | |
| 6 | | 75 | Term Test | |

Total:

Grade:

WORK HABITS

| | Needs Attention | Satisfactory | Good | Excellent |
|-----------|-----------------|--------------|------|-----------|
| Effort | | | | |
| Behaviour | | | | |

TEACHER'S COMMENTS

| | |
|---|--|
| Achievements | |
| Areas needing improvement/ Future learning | |
| School Support | |

Teacher's Signature:

Date:

KEY:

7 - 6 - 5 - 4 - 3 - 2 -
(Grades to be decided based on last two years' subject grade thresholds)

CORE

THEORY OF KNOWLEDGE

| Assessment | Score (10) | Assessment Tool | Assessment Criteria | Scholar's Achievement |
|------------|---------------|--------------------|------------------------|--------------------------|
| 1 | | Presentation | | |
| 2 | | Essay | | |
| 3 | | Presentation | | |
| 4 | | Essay | | |

Teacher's Comments:

Teacher's Signature:

Date:

| Assessment | Score (10) | Assessment Tool | Assessment Criteria | Scholar's Achievement |
|------------|---------------|--------------------|------------------------|--------------------------|
| 1 | | Presentation | | |
| 2 | | Essay | | |
| 3 | | Presentation | | |
| 4 | | Essay | | |

Teacher's Comments:

Teacher's Signature:

Date:

Cas Evaluation Report

Scholar name:

| PROJECT NAME | COMPLETED NOTCOMPLETED | DURATION | SUPERVISED BY |
|--------------|---------------------------|----------|------------------|
| 1. | | | |
| 2 | | | |
| 3. | | | |

| Learning outcome | Satisfactor y | Good | Excellent | Outstanding |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Increased awareness of their strengths and areas of growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Undertaking new challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Planning and initiating activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working collaboratively with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perseverance and Commitment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engaging with issues of global importance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considering the ethical implications of their actions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing new skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CAS Coordinator's comments:

OVERALL PERFORMANCE

| English | French | Math | Physics | Chemistry | Economics | Core |
|---------|--------|------|---------|-----------|-----------|------|
| | | | | | | |

CLASS TEACHER'S REMARKS:

Name:

Signature:

SCHOLAR’S REFLECTIONS

| Subject | Reflections |
|-----------------|--|
| First Language | |
| Second Language | |
| 3rd Subject | |
| 4th Subject | |
| 5th Subject | |
| 6th Subject | |
| TOK | DP COORDINATOR’S REMARKS: Name: Signature: |
| Exten Essay | |

| | |
|-----|--|
| CAS | |
|-----|--|

OVERALL PERFORMANCE (Year 1)

| | First Semester | Second Semester | Overall % | |
|-----------|----------------|-----------------|-----------|-----------|
| English | | | | |
| French | | | | |
| Math | | | | |
| Physics | | | | |
| Chemistry | | | | |
| Economics | : | | | Aggregate |

CLASS TEACHER'S REMARKS:

Name:

Signature:

Signature: