



SCHOOL ASSESSMENT & REPORTING POLICY AND GUIDELINES

MGIS: AN OVERVIEW

Mahatma Gandhi International School is an independent, non-profit, co-educational school modelled upon the best international educational practice. It is committed to providing a global education of the highest quality to children of all nationalities. In this regard it has aligned its curriculum and practices with those of the International Baccalaureate Organisation whose own aims and mission statement resonate so strongly with those of MGIS. Both entities stress the need for producing students who have distinct and defined qualities based on an understanding of International mindedness, cultural awareness and tolerance and the qualities required of a global citizen in the 21st century.

IBO MISSION STATEMENT

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” www.ibo.org

We believe that the education of students should be holistic, global, active and of the highest quality. Education should develop and prepare citizens who will confidently and positively participate in the complex and rapidly changing world of the 21st century. Our school acknowledges its responsibility to prepare its students and graduates to enter other schools and universities both here and abroad. We aim to produce students who are confident, free and capable of creative and critical thought and self-expression. Young people who are not afraid to question appropriately and find answers to their questions. A strong emphasis is placed on the ideals of international understanding and responsible citizenship and developing a consciousness of the elements of humanity that are shared by all people whilst valuing and respecting the variety of cultures and attitudes that makes for the richness of life. We have an emphasis upon conserving our environment for all and being of service to others. All this is to be achieved within a nurturing environment that offers challenges but also comfort, offers rivalry but also friendliness.

In the words of our Founder Mr. Kishu Gagoomal, “Vision is the art of seeing the invisible so we dare to dream as our noble goal to produce responsible citizens living a life of simplicity, kindness, perseverance, success, respect and reverence for all creation.”

MISSION

To make quality International Education affordable and within reach of a larger section of the society. To instill in our youngsters the true spirit of internationalism with a global perspective beyond the borders of their own countries and communities, to establish a new world order based on love, tolerance and understanding. To give our students the love for life-long learning and confidence to

face the challenges of the 21st century, and to be the harbingers of a better world, with full faith in the principles of the United Nations and its commitment for global peace and security and the service of mankind.

VISION

Our aim is to make MGIS a living example of Unity in Diversity, with students from different nationalities and cultures interacting and growing in appreciation for the diversity in thoughts and ideas in an atmosphere of love and camaraderie. According to the principles stated in the United Nations Declaration of Human Rights, people of all races, nations and religions

should respect and honor each other. We teach our students to understand and respect the views, values and traditions of other individuals and cultures as well as their own. Our core commitment is to strengthen our students intellectually, physically, morally, and spiritually and inspire them with the values of Mahatma Gandhi to follow the path of truth, justice, non-violence and peace, and to empower them continuously to make mature and informed choices and lead exemplary lives as responsible global citizens of the future, celebrating the unity of mankind.

VISION FOR PARENTS

Parents are central to the education of children and provide the academic and moral foundations upon which schools and teachers build. At MGIS, we value and encourage the involvement of parents in our students' education and that they too ascribe to our overall vision for our students education by getting involved in our actions, campaigns and activities and themselves becoming lifelong learners. We believe we are in partnership in providing the best possible all round education for their child.

VISION FOR TEACHERS

Our teachers are educators who love children and who want to lead children to new levels of understanding. They are life-long learners who are constantly seeking professional improvement through the pursuit of knowledge and excellence. They show genuine concern for and empathy with their students, always finding ways and means to transform learning into an active, meaningful experience. They consistently exhibit loyalty to the school and actively engage in effective home-school collaboration. They are models of the values and virtues that the school upholds.

VISION FOR STUDENTS

Our students enjoy learning and are constantly in pursuit of knowledge. They have strength of character, on which discipline, responsibility, caring and truthfulness are founded. They are open-minded, respecting the views, values and traditions of other individuals, cultures and religions and accustomed to seeking and considering a range of points of view. They are principled having a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice. They are well balanced and reflective in their approach to life and learning. They possess an international perspective.

What is assessment?

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. Everyone concerned with assessment--students, teachers, parents, administrators, and board members--must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

Both student and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers should also be concerned with evaluating the efficacy of the programme being taught.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

(IBO Assessment Handbook January 2001)

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

that our **students**

- have differing learning styles
- have different starting points in language development and levels of acquisition
- have differing cultural experiences, expectations and needs
- perform differently according to the context of learning
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive and constructive
- have an active role to play in self assessment and peer assessment

that in the **curriculum and teaching/ learning process**, assessment

- forms an integral part of the planning/assessment/reporting cycle
- utilizes a variety of methods
- allows teacher to collaboratively review and reflect on student performance and progress
- takes into account a variety of learning styles, multiple intelligences and abilities including different cultural context
- should be in a context that is relevant and motivating to students
- uses scoring that is both analytical and holistic.
- monitors the progress of student learning and achievement
- determines the effectiveness of teaching
- informs curriculum and assessment review

that the **wider world** requires

- feedback to parents and others, as appropriate
- transmission of relevant data to receiving institutions
- assessment and appraisal of a broad range of concepts, attitudes, knowledge & skills appropriate to an international and increasingly complex world

that the **school** requires

- assessment undertaken by the faculty must be in accordance with the school assessment principles.
- students should be made aware of the assessment tools used before commencing any area of study.
- all internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- feedback to students should be prompt and supportive.
- the faculty should keep a clear and accurate record of any assessment.

Why do we assess?

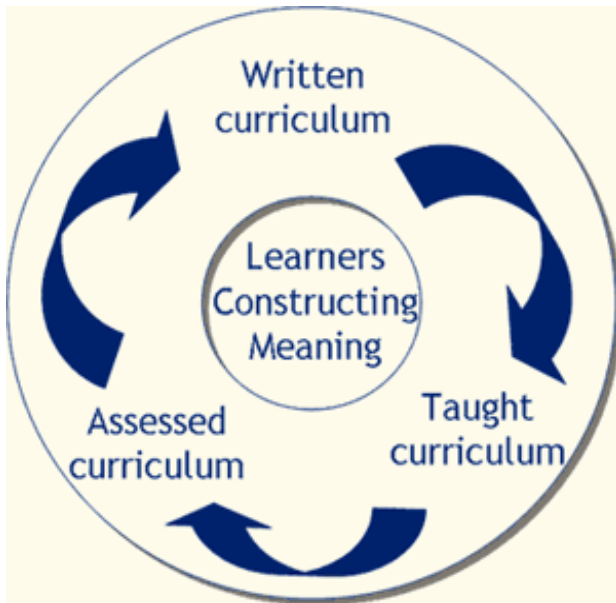
MGIS is involved in the process of assessment of its student body in order to:

- enhance the learning of the students
- monitor the progress of individual student learning and achievement
- determine the effectiveness of teaching
- inform curriculum review
- help evaluate suitability of courses
- inform others as appropriate, including, students, teachers, parents, receiving schools, future employer

How do we assess?

by **gathering evidence & information** from the following sources:

- ongoing formative teacher assessment
- summative assessment tasks
- previous summative records
- parents consultations
- conversations with other adults who have knowledge
- the student as a learner
- by analyzing the above using professional knowledge and expertise

ASSESSMENT IN THE PYP

At MGIS assessment is integral to all teaching and learning within the PYP. It is central to the PYP's goal of thoughtfully and effectively guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take responsible action. At the school, assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning.

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the transparency of the programme within the school.

Student learning is promoted by assessing the students' prior knowledge and experience brought to the task. Planning the teaching and learning in order to meet individual or group needs is essential for each PYP teacher to carry out. Teachers are encouraged to engage students in reflection on their learning and in the assessment of their work and the work of others.

We provide information to parents through examples of the students's work or performance. To evaluate the programme we use a variety of student assessments to assess students' performance in relation to the general and specific expectations of the programme, to assess group performance in relation to other classes or groups internally and as a means to provide information to the students, work colleagues and to the parent community.

What is assessed?

Through the IBPYP Program of Inquiry, our teachers strive to provide the opportunity for learners to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes--Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, How We Share the Planet--provide a focus for inquiry, while literacy and numeracy provide the tools. Feedback should be given on student progress and performance in each of these areas.

Additionally, feedback should be provided on the attributes listed in the PYP Student Profile: Inquirer, Communicator, Thinker, Risk-Taker, Knowledgeable, Principled, Caring, Open-Minded, Well-Balanced, Reflective. This profile serves to increase the children's awareness

of, and sensitivity to, the experiences of others beyond the local or national community, thus promoting an understanding that there is a commonality of human experience.

At MGIS, we assess performance and progress in each of the following subject areas: English language arts, French, math, science, social studies, physical education, art, music, technology and information, social skills and work habits. We continue to incorporate student attitudes and attributes to everyday learning. We assess Central Ideas and attempt to incorporate the objectives and assessments when they are related to enduring understandings.

When and How Do We Assess?

Assessment is something that occurs everyday in some fashion. A variety of assessments demonstrates our belief that children learn in different ways, at different rates, and at different times. The result of assessment is considered a critical element that influences teacher decision-making and guides student learning.

A. Types of Assessments

Pre-assessment or diagnostic assessment

Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative Assessment

Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without each other. Such assessment tasks are included within the teacher's PYP planner for each of the six units of inquiry.

Summative Assessment

Summative assessment takes place at the end of a teaching and learning cycle and gives the students opportunities to demonstrate what has been learned in new and authentic contexts. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and process. Such assessment tasks are included within the teacher's PYP planner for each of the six units of inquiry.

The Exhibition as Summative Assessment

Purpose:

An example of summative assessment is the required PYP Exhibition that takes place in Grade 5. As a small school we run an extended project in the fifth grade that takes the place of this exhibition but follows the PYP requirements and guidelines for the fifth and final year of the PYP.

The PYP Project provides the culminating experience of the learner's engagement with the PYP. It unites the teachers, learners and parents of the class in an activity that captures the essence of the PYP: transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. It marks the rite of passage, both symbolic and actual, from the Primary Years Programme to the Middle Years Programme.

It requires students to synthesize their prior knowledge and to apply it in a self-directed manner. Most importantly it is a celebration, an event which synthesizes all that is best in the PYP, and shares it with the school community, encouraging younger students to look forward to their final year of the program and their future participation in the community at large.

To prepare for this project the class teacher and the PYP coordinator meet with the parents to inform them of the project and issue a detailed set of instructions as to the role of the class teacher, coordinator, student, parents and others within the school community. The school celebrates the event by inviting the school and parent community to view the results of the students' work. The subject of the Exhibition is a student-selected, real-world problem which warrants an extended investigation. It is a celebration which unites students, teachers, and families in an activity which represents the essence of PYP: Transdisciplinary Skills embedded with the IB Student Profile and Attitudes.

The Exhibition provides an authentic summative assessment for the PYP years.

Essential Components of the Exhibition:

- incorporates application of all key questions
- uses all transdisciplinary skills
- display of attitudes
- engaged in action plan
- application of all PYP themes

Assessment strategies / assessment tools

- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios, or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers.
- **Benchmarks/exemplars:** These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.
- **Checklists:** These are lists of information, data, attributes, or elements that should be present.

- **Anecdotal records:** Anecdotal records are brief, written notes based on observations of children. 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 child is in a process

Teachers at MGIS keep in mind the following principles when assessing work within the Primary Years Programme that:

- ☐ The PYP requires teachers to be mindful of the particular learning outcomes that they intend to report on prior to the selection or the design of the assessment.
- ☐ The teachers need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience.
- ☐ Both student and teacher self-assessment and reflection are included in the process of assessment.
- ☐ Opportunities are provided for students to consider their progress in relation to the attributes listed in the PYP student profile.
- ☐ Observations and anecdotal records of their own performance can be included in each child's portfolio of selected work.
- ☐ The student can also contribute to his/her own assessment through student-led development talks.
- ☐ Using examples put forward by the IBO and those developed within the school, that teachers use a variety of assessment strategies and tools, for example, rubrics, anecdotal records, checklists, benchmarks and portfolios of work.
- ☐ That all forms of assessment used cater for a variety of intelligences and ways of knowing.
- ☐ Where possible that authentic assessment strategies are used, for example, recording students' responses and performances in real-life situations which have real problems to solve. Such forms of assessment should be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the intentions of the programme.

Assessment Essential Agreement

Teachers within the PYP have the freedom to select how they assess both individual and group performance. School requires that certain standardized forms are used for tracking

this progress, for example, check lists and assessment forms kept on file at school under PYP assessment.

Assessment Strategies

The following methods of assessment are used within the school and have been identified as central to the work of the PYP teachers. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches and therefore to provide a balanced view of the child.

1. Observation

All students are observed **frequently and regularly**, with the teacher taking a focus varying from wide angle, focusing on the whole class, to close-up where he/she focuses on one child or activity, and from non-participant, observing from without, to participant, observing from within.

2. Performance Assessments

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenge/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

3. Process-Focused Assessments

The students' transdisciplinary skills are observed often and regularly and the observations are recorded by:

- ✕ noting both typical as well as non-typical behaviors
- ✕ collecting multiple observations to enhance reliability
- ✕ synthesizing evidence from different contexts to increase validity

A system of note taking and record keeping has been created within the school that standardizes record keeping and minimizes paperwork for the teachers. Checklists, inventories and narrative descriptions are methods used by the teachers in collecting these observations.

4. Selected Responses

These are single occasion, one-dimensional exercises. Tests and quizzes are the most common examples of these used in the school. They provide a snapshot of students' specific knowledge.

5. Open-Ended Tasks

These are situations in which students are 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 depending on the nature of the inquiry.

6. Portfolios

These are collections of the students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work. Reflective Fridays play an important role in carefully designed time within the PYP for the implementation of a variety of assessment strategies.

How Do We Report?

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas of growth, and contributes to the consolidation of the entire school community.

Assessment without feedback merely serves as judgment; feedback is the component of assessment that lets us make sense of judgment and improve our work. Our school culture encourages both assessment and feedback.

Our reporting involves the student, the parents and the teacher working as partners. It also reflects the values of our school community. We aim for it to be fair, honest, credible and comprehensive. It must also be understandable to all involved. The student development talks scheduled each term allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Student-led development talks

These talks are formal ones where students are involved in discussing their work and their progress with their parents. The child, with the guidance of the teacher, will select work (based on a variety of assessment strategies) to be discussed. Each family is invited to sign-up for a time for these talks. The date of such talks is pre-determined each term by the school and fits in with the general process of development of each of the three terms within the academic year.

As part of the assessment process every child has a written report card sent to parents which clearly indicates the child's grade level and records of achievement in the UOI's, the specific subject areas and the learner profile..

ASSESSMENT IN THE MYP and DP

Effective assessments at MYP & DP allow the student to:

- ✓ have criteria that are known and understood in advance;
- ✓ analyze their learning and understand what needs to be improved;
- ✓ synthesize and apply their learning in addition to recalling facts;
- ✓ highlight their strengths and demonstrate mastery and expertise;
- ✓ learn in ways that the teacher did not foresee;
- ✓ be reflective and partake in self and peer evaluation;
- ✓ express different points of view and interpretations;
- ✓ be encouraged to be responsible for their learning;
- ✓ experience successful learning;
- ✓ perform at a higher level when challenged.

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, assessment may take place at the start of teaching units (pre-assessment or diagnostic assessment), carry on through units, and/or take place at the end (post-assessment). Students should be involved in assessing themselves and be allowed to identify personal targets, thus motivating them to learn as these targets are achieved and setting targets for subsequent work.

Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated assessment, which provides a platform on which students can develop their understanding.

Through reflective marking they gain clear insight into what they have achieved and where they can improve. The school knows it is important that marking should have a positive impact on students' attitude, motivation and self esteem and students have the opportunity to respond to these periodic assessments through reflection.

Assessment should:

- ✓ take place in every term of each school year level at regular intervals;
- ✓ reflect on skills applicable to content and course objectives;
- ✓ consist of a range of formative and summative activities applicable to grade level;
- ✓ reflect positive achievement whenever possible;
- ✓ be used to diagnose individual student learning problems;
- ✓ produce indicators for guidance or career and/or university orientation.

In 2005, MGIS became a candidate school for the highly esteemed International Baccalaureate Organization's Middle Years Programme (**MYP**). The MYP emphasizes intercultural awareness, exemplified by the school's unique structure and students. It emphasizes students learning how to learn and being aware of their learning styles.

ASSESSMENT and REPORTING IN THE MYP

The MYP is assessed on the balance of the subjects students study, participation in community and service activities, and the Personal Project. Assessment is criterion referenced

The purpose of all assessment is to

- give information to the student about strengths and weaknesses in different areas (Formative assessment),
- allow the teacher to review the progress of individuals and the whole class in particular tasks and at particular times of the year (Formative assessment),
- give the students, parents and school a summary of the student's achievements (Summative assessment), and
- to have a sound base for counseling students about further study in particular areas and future career paths (Summative assessment).

The key purpose of reporting is to

- support student learning by providing information to students and parents about student achievement and progress,
- to indicate areas for further development, foster partnerships between parents and teachers to support student learning and progress, and
- provide a formal record at a point in time on the student's progress and achievement, and
- provide a measure of school accountability for student learning and outcomes.

Students in Years 6-10 are assessed continually. Parents receive formal reports on their progress each term.

Interdisciplinary Units (IDU/s)

The MYP is about fostering the development of explicit links between disciplines to articulate conceptual, pedagogical and/or skill associations between subjects, where strong natural links exist. These have been shown to help students improve metacognitive skills, where they consciously transfer learning and thinking processes across subjects through topics that encompass the curriculum and underpin the curriculum.

Topics are also connected through the lenses provided by the Areas of Interaction (AOI): Environments, Human & Social Education, Community & Service, Approaches to Learning (thinking skills) and Human Ingenuity (formerly, *Homo faber*).

The **Personal Project** is a year-long endeavour in which all students select, plan and develop a special task, product or activity. An important feature of the Personal Project is their journal, through which students research their learning needs and reflect on the process in which they engaged.

The Personal Project is the only occasion on which students are formally assessed on the Areas of Interaction. It is therefore essential that all students are familiar with the process of reflection (e.g., through writing journals) and know the Areas of Interaction when they commence their project in Term 3, Year 10.

Criterion referenced assessment

Criterion referenced assessment (sometimes called standards-based assessment) is a feature of all IBO courses. Student work is matched against a scoring rubric that best describes all elements of their performance. The IBO provides scoring rubrics for the criteria associated with each discipline.

A scoring rubric is a table with several components, each of which contributes to its usefulness. These components include one or more dimensions on which performance is rated, definitions and examples that illustrate the attribute(s) being measured and a rating scale for each dimension.

Ideally, there should also be examples of student work that fall at each level of the rating scale, to help students recognize the requirements for reaching a particular standard.

It is important to recognize that each standard in the rubric scale is distinct, and that students should focus on developing the skills needed to deliver work at higher levels. The score a student achieves on a rubric is never 'out of' a theoretical 'highest' standard, but intended as a description of the quality of the work offered. It is also possible for a teacher to set work that, even when done extremely well, cannot ever be described at the highest level shown on a rubric.

HOW MYP GRADES ARE DETERMINED

Each subject is assessed using MYP criteria published in the relevant **subject guide**, published by IBO and reviewed 3-yearly. The subject guide will list criteria relevant to the subject. Over at least one semester of the student's final year, each criterion should be assessed at least once.

The translation of achievement from MYP criterion-referenced rubrics to MYP grades 1-7 is determined by

1. Listing a student's best and/or most consistent performance for the subjects' criteria.
2. Adding the values obtained for each criterion for a 'total' score. This is the **criterion levels total**.
3. The criterion levels totals score (in each subject) is then compared to the listed ranges published in the current MYP-Coordinator's Handbook.

The ranges for each MYP grade 1-7 are reviewed annually

MYP CERTIFICATES

The **School-based MYP Certificate of Achievement** is provided by MGIS to indicate that students have been part of the IBO MYP, which is an inclusive programme for all students in years 6-10. To earn this certificate, students must have

1. studied 8 disciplines including Language B during years 9 and 10.
2. gained a minimum of an MYP grade of 3 in every MYP subject.
3. gained at least a grade of 3 for the Personal Project.
4. gained a grade total of at least 36 from the eight subject groups and the Personal Project combined, out of a possible maximum of 63. If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subjects will appear on the MYP Record of Achievement.
5. completed Community and Service expectations.

There are no costs associated with the School-based MYP Certificate.

ASSESSMENT IN THE DP

In the case of a DP authorized IB World School, most of the internal assessments of the programme are also externally moderated by the International Baccalaureate Organization (IBO) in its head office in Geneva, Switzerland for parity.

As such, each course in the programme is assessed separately using separate IB prescribed criteria of assessment.

By its very nature, formal DP assessment is summative assessment, designed to record student achievement at, or towards the end of, the course of study. Diploma and Certificate candidates are taking the May examination, toward the end of the 2-year IB Diploma Programme at MGIS.

Assessment in the Diploma Programme is high-stakes, criterion-related performance assessment. It is based on the following aims:

1. DP assessment supports the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. 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.
3. DP assessment reflects the international-mindedness of the programme wherever possible and measures are taken to avoid cultural bias, and appropriate allowance for students working in their second language.
1. DP assessment must pay 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).
2. Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
6. The principal means of assessing each student's achievement and determining his/her final subject grades shall be the professional judgment of experienced senior examiners at IB Cardiff office in Geneva, as supported by statistical information. –

Although the list above is not presented in order of descending priorities, and some of the aims are interrelated, it is clear that the single most important aim of DP assessment is that it should support and encourage appropriate student learning. This is the feature most valued by the users of the diploma qualification, mainly institutions of higher education (IBO, 2003a), and by the schools and students themselves. Absolute reliability of assessment results, though highly important in its own right, cannot take priority over student learning.

From the start of Grade 11 (or DP1), students shall be required to turn in various learning tasks for both internal assessment and external moderation apart from taking teacher-made examination and/or laboratory practical work, exhibit or performances at a regular interval.

All assessments in the IB Diploma Programme are criterion-based. This means that the actual level of each student's performance in class is assessed against a set of criteria of assessment which is made available to each and every DP student at the start of each course.

The desired personal characteristics of students, expressed in the IBO mission statement, fit very well with a constructivist theory of student learning, in which students actively engage in the learning process, take responsibility for their own learning, and enlarge their knowledge, understanding and skills through inquiry. Sympathy with cultural perspectives other than the students' own is expected in the assessment requirements of a number of subjects. The more affective qualities of caring and compassion are more difficult to include in formal assessment, but nevertheless must be represented within the overall assessment system. This is largely achieved through the creativity, action, service (CAS) requirement, though there are a number of references to ethical working practices elsewhere in the assessment system.

In terms of assessment principles, DP assessment places a strong emphasis on consequential validity, with awareness that the manner in which assessment is conducted will have a major impact on how the DP is taught within the school. The expected outcome is projected to deliberately enhance the provision of feedbacks about the performance of students on the assessments and ways in which that performance could be improved.

DP assessment, along with the great majority of formal assessment systems, is highly individualistic. As pointed out by Brown (2002), this is largely because the DP falls within the western European tradition, and western European societies are individualistic in nature. Students are assessed almost exclusively on what they achieve on their own. This may be said to be culturally inequitable, since there are a number of cultures in which the contribution of the individual is always subservient to that of a larger group; it is what the group achieves that matters. It is also the case that in terms of individual equity, there are some people who work better in a team than they do individually, and vice versa. Additionally, it is common practice, both in the classroom and in the world of work, for individuals to work interdependently rather than independently.

Group work poses significant problems for assessment, in reliably identifying who has contributed what and who has benefited (or suffered) unfairly from the work of others. However, in the interests of assessment validity as well as cultural equity, more must be done to include cooperative group working in many assessment systems. Diploma Programme assessment does include a limited element of cooperative group work. In all the science courses, students must participate in an interdisciplinary project, which by its nature requires group work. One of the assessment criteria applied to practical work in the sciences relates to how well a student engages in team work, and the interdisciplinary project is a suitable context in which teachers can assess this.

All science subjects are assessed through four components: three examination papers and practical laboratory work, which is marked by the classroom teacher. The first examination paper is a multiple-choice test, designed to give broad coverage of course content, assessing objectives 1 and 2. The second examination paper consists of a data-analysis question, some short-answer questions and one extended-response question (two at higher level) based on the core course content followed by all students. Paper 3 consists of short-answer questions on the particular options students have chosen to study. In both papers 2 and 3, questions are designed to give equal weighting to objectives 1 and 2 on the one hand, and objective 3 on the other. The practical work includes assessment of all five objectives. For science subjects, the structure of the examination papers ensures balanced and appropriate coverage of course content.

The formal assessment system adopted by the IBO for the DP includes elements from both extremes. There are some highly formalized assessment tasks, including multiple-choice tests, but there are also many more substantial open-ended tasks, and a focus on process through teacher marking of student projects and practical work. This range of student performances is reduced to a final subject grade (on a scale of 1 to 7) according to grade descriptors, which represent the standards for each subject. Such standards may exist on paper in generic form, and be reinforced by written exemplar material, but in the final analysis the complexity and variety of information that must be synthesized in order to arrive at a judgment requires an interpretation of standards resident in the minds of the experienced senior examining team. The senior examiners and IBO staff do refer to statistical data to verify their judgments, but the primary decisions in marking and grading are based on the judgment of student performance against the expected standards.

The DP assessment policy allows for the existence of an internally assessed component for any course where it is considered appropriate. Very few courses do not have an internally assessed component. Internal assessment allows for components/tasks to be included in the assessment model that provide evidence of student achievement against objectives that do not lend themselves to external examination. This particularly relates to process skills, as may be demonstrated in such activities as project work, fieldwork, laboratory practical work and mathematical investigations. Although workbooks and portfolios may be used to record process skills, these in themselves do not make suitable tools for external assessment. However, they do provide a means by which moderators (external examiners) can check that the standard of teachers' marking is appropriate. Internal assessment is also used for oral work in languages courses, which allows teachers to choose the most appropriate opportunity to carry out formally assessed oral work and also to provide a supportive environment for it.

Additionally, internal assessment can often provide individual students with the opportunity to select their own topic or issue, following a particular interest and giving students greater control over their own learning. This flexibility of approach makes internal assessment a valuable addition to students' education, improving the validity not only of the assessment process, but also of the learning experience as a whole.

Internal assessment can take a variety of forms, from an individual oral presentation and discussion lasting ten minutes for language B courses, to a research workbook in visual arts which is each student's personal record of their artistic development, recommended to

require 72 hours of work at higher level (nearly one-third of the course). In between are cases such as the experimental sciences (group 4) internal assessment, made up at higher level of pieces of work selected from a portfolio of 60 hours of practical work and investigations (25% of total teaching time). The nature of the assessment task reflects the purpose of the internal assessment, in particular the emphasis on and type of process skills involved. This is especially the case in group 4, where particular pieces of practical work that meet certain criteria should be selected from the whole portfolio.

Internal Assessment and Reporting:

To monitor the progress of each student enrolled in the IB programme on a regular interval, every DP student is required to take the school-administered internal assessments twice per term in each of the six (6) subjects enrolled by the student in the programme. The first will be referred to a Mid-Term X Examination and the second is the Final Exam for Term X.

The school will formally report on students progress within the IB Diploma Programme twice per term or about ten (10) times within the entire 2-year programme.

Report cards shall be prepared by each subject teacher and reported to the DP Coordinator for consolidation and release to each student's parent/guardian during an appointed Parent-Teacher Conference (PTC) wherein the progress of the student during the period in review (half term or whole term) is discussed and necessary corrective measures may be planned and adopted to increase the student's chance at passing the IB Examination in May 2011.

Term End Report cards shall be issued on a Friday preceding a term break. Report cards shall use the standard 7-point Grade Scale of the IB Diploma Programme, as follows:

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

IB Diploma students MUST achieve a combined total of twenty four (24) points in six (6) IB courses in order to pass the internal school assessment per term.

IB Diploma students MUST also achieve a combined total of twenty four (24) points in six (6) IB courses by the end of Grade 11 or DP1 in order to be promoted to Grade 12 or DP2 in the next school year.

Any IB Diploma Programme student who failed to meet the requirements student whose grade fails to meet the requirements of either the IB Diploma Programme or the Mahatma Gandhi International School at the end of Grade 11 or DP1 may be asked to repeat the entire year. The DP Coordinator will discuss each failing mark with the school's Headmaster and decide on an appropriate course of action.

IB Diploma programme candidates who have not achieve a combined total of twenty fours (24) points in six (6) IB courses by end of Grade 11 or DP1 may be allowed to continue with the IB Diploma Programme by following school year as Grade 12 student but they will be AUTOMATICALLY

WITHDRAWN from the registry of IB Diploma Programme candidates of MGIS. Accordingly, they will continue with the program as registered candidate for IB Certificates in courses they have chosen to enroll at any level.

Core requirements of the 2-year IB Diploma Programme:

At the heart of the DP are three requirements that students must fulfill in addition to their work in six subjects.

1. Theory of knowledge

One of the most important elements of the DP is the theory of knowledge course, which challenges students to question the bases of knowledge—to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions about different sources of knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical), such as:

- ✓ Do we construct reality or do we recognize it?
- ✓ Does knowledge always require some kind of rational basis? Is there any kind of
- ✓ knowledge that can be attained solely through emotion?
- ✓ Is scientific knowledge progressive; has it always grown? Can we reach a point where everything important in a scientific sense is known?

2. Creativity, action, service (CAS)

Another important element of the DP is creativity, action, service (CAS). To fulfill this requirement, students must take part in artistic activities (creative); sports, expeditions or local or international projects (action); and community or social service projects (service). Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address these needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefits to others. Reflection on their experience is also an important part of student involvement in CAS.

3. The extended essay

An extended essay, of at most 4,000 words, offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a structured, substantial piece of writing provide excellent preparation for independent study at university level. The DP's curricular structure defines the framework in which assessment must operate. Individual assessment models are constructed for each subject at both HL and SL, for theory of knowledge (TOK) and for the extended essay.

Two examination sessions are held each year, one in May and the other one is in November, with results being released in early July and early January respectively. The published results

are made up of subject grades, which equate to diploma points, in the range from 1 (lowest) to 7 (highest) at HL and at SL, and grades from E (lowest) to A (highest) for TOK and the extended essay.

A matrix table converts the combined letter grades for TOK and the extended essay into a points score from 0 to 3. CAS does not contribute to the total points, but authenticated participation in CAS is a requirement without which the diploma cannot be awarded.

Thus, the possible maximum total points total for a DP student is 45, as shown below:

$$\begin{array}{l} 6 \text{ (No. of required DP subjects)} \\ \times 7 \text{ (maximum grade attainable per subject)} \\ + 3 \text{ (combined grade in extended essay \& Theory of Knowledge)} \\ \hline 45 \text{ points} \end{array}$$

A student gaining 24 points or more, subject to certain conditions relating to the distribution of points across subjects, will be awarded the IB diploma and the MGIS High School Diploma.

The policy of making the same number of points available for both HL and SL courses, despite the difference in workload and achievement at the two levels, is a deliberate one, encouraging students to regard their SL courses as equally important to their HL courses. Students are encouraged to achieve their best across all disciplines and are appropriately rewarded for doing so.

In all DP subjects, there will be a mid-term and an end of term written assessment tests where the actual level of each DP student's cognitive skills shall be assessed and recorded internally and reported to parents/guardians during Parent-Teacher Conferences (PTC), as part of the school's performance feedback mechanism and in order to immediately address concerns of students who are having difficulty with any DP courses. And accordingly, remediation may be planned and carried out to further bolster the chances of each student in realizing his/her learning targets within the programme.

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, 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).

Predicted Grades

The International Baccalaureate Organisation requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher's professional knowledge and assessment of the boy, and will be influenced by the whole range of assessment tasks and other work presented by the boy during the IB Programme. Should the student suffer some misadventure at the time of the IB Examination, the Estimated Mark may become the basis upon which the IB Organisation provides a course result.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate Organisation (IBO) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student's final result for the subject (the percentage differs from subject to subject).

Throughout the eight terms of the IB course, the School will conduct an Assessment Programme in each subject. Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to IBO, as well as significantly influencing the Predicted Grade determined by the teacher.

IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises

- 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)
- 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)
- Theory of Knowledge and Extended Essay out of 3

The IB Diploma is awarded to a candidate whose total score is 24, 25, 26 or 27 points, providing the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the Diploma
- an approved programme of Creativity, Action and Service (CAS) has been completed
- grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- there is no grade 1 in any subject
- there is no grade 2 at Higher Level
- there is no more than one grade 2 at Standard Level
- overall there are no more than three grades 3 or below
- at least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
- at least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at Standard Level)
- the final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to candidates whose total score is 28 points or above, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the Diploma
- an approved programme of Creativity, Action and Service (CAS) has been completed
- grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- there is no grade 1 in any subject

there is no grade 2 at Higher Level
there are no more than two grades 2 at Standard Level
overall there are no more than three grades 3 or below
at least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at Higher Level)
at least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level)
the final award committee has not judged the candidate to be guilty of malpractice.

SPECIAL EXAMINATION PROVISIONS

International Baccalaureate Organisation Arrangements

The International Baccalaureate Organisation (IBO) have established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem. Applications to IBO must be submitted *eighteen months* prior to the respective IB Examinations, that is before November in Year 11. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible.

IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from the IB DP Coordinator.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on colored paper.

Once the IBO has granted a special provision, the School will also endeavour to make the same provision during its own Examinations.

It is important to note that provisions granted for the School Certificate are *not* automatically carried forward for the IB. A new application must be submitted to the IBO at the appropriate time.

Curriculum and assessment activity for the IB Diploma Programme is organized through the IB Curriculum and Assessment Centre (IBCA) in Cardiff, Wales, which is the largest of the organization's offices around the world.

The Cardiff office also houses the examination paper production department (EPPD), which has responsibility for taking the final drafts of examination papers, typesetting and formatting them and overseeing their translation, printing and shipment to schools. There is an examinations administration department (EAD), which is responsible for allocating student work to examiners, and making sure student work is marked on time and returned to the Cardiff office. EAD staff spend a lot of time working with DP coordinators (the member of staff in each IB World schools responsible for organizing examinations work) on matters such as student registration and administration queries. DPC can also contact examiners about marking progress to ensure that all marking data is available for grade award meetings and all processing of marks is completed for the release of results. Finally, technical matters of assessment, such as moderation procedures and research, are dealt

with by assessment staff under the assessment director, who has overall responsibility for all aspects of the formal DP assessment system.

ADDITIONAL PRACTICAL GUIDANCE FOR TEACHERS-arising from Staff discussion

If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, you should re-read both of the descriptors in question and choose the descriptor which more appropriately describes the candidate's work.

The award of Level 1: A candidate should be awarded Level 1 only in the following circumstances.

- ✓ If the work has been genuinely attempted, but no relevant material is correct or work has not been handed in.
- ✓ Do not award Level 1 if you suspect that a candidate is guilty of malpractice: refer to the school's Academic Honesty Policy for further details.

The recording and reporting of individual levels of achievement should be organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject.

Students not writing in their first language

For assessments in many subjects, it is important to remember that some students will not be using in their first language. Teachers are not marking for grammatical accuracy; what is important is that students present their answers as clearly as possible. All teachers should aid English B students by highlighting and improving language errors where applicable.

Assessment Handed in Late

Late work will be graded at the teacher's discretion. Clear guidelines must be given to the student at the beginning of the school year regarding late submissions.

Assessment Missed Due to Absence

Students are responsible for finding out about any and all work missed. All missed work must be made up.

Work due during an absence is due on the first day the student returns to school. Work assigned during an absence is due on its regular due date unless prior arrangements are made with the teacher.

If a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if the teacher wishes. Special arrangements for exams will only occur due to sickness (accompanied with a doctors certificate), bereavement or University Entrance interviews / examinations, otherwise the student will not sit the exam and will receive a Level 1.

Field trips or other Special Events: Students are required to inform the teacher at least three days **prior** to the event. Students are responsible for the work missed while on the trip. Any assignments due the day of the field trip must be submitted prior to the field trip.

Who undertakes the assessments?

All students are assessed in curriculum areas by:

- the relevant staff in the faculty
- external agencies

Other assessments are valued and encouraged:

- student self assessment
- peer assessment

When do we assess?

- when students are engaged in both teacher initiated and student initiated activities
- when students are working with an adult
- when students are working independently in a group
- when students are working co-operatively
- when students are working alone
- when students are working on the school premises and on school activities elsewhere

The whole assessment process is comprised of two parts: formative assessment and summative assessment. Each type of assessment is important and serves a vital function in enabling our students to understand what progress they are making. Formative assessment is used during the course of a semester and helps the students identify areas that require improvement. This can be conducted formally and informally through means of feedback on draft work. Formative assessment also helps the teachers see which aspects of work, either skills or content, need to be revised or revisited in different ways.

Summative assessment is carried out at the end of a unit of work or a semester or academic year and should allow the students the opportunity to demonstrate what skills and content have been mastered. At MGIS, we have a policy of continuous assessment, which means that the assessment process is ongoing and students regularly receive feedback about their content and skills progress.

While we recognize that the process of writing an examination is an important skill that must be perfected by the end of grade 12 for the diploma examinations, we also recognize that this is not the only skill that students need for grade 12. Just as we have designed the MYP curriculum content to prepare students for the rigor of the DP, so we prepare students for written examinations that require factual recall, manipulation of data and interpretation of sources.

For the DP, students are expected to have mastered amongst others, the ability to read a wide variety of sources and to question these sources; the ability to conduct several pieces of independent research such as the Extended Essay, the Theory of Knowledge essay and the World Literature components of their Language A1 course and the ability to make a highly articulate oral presentation. Students are also expected to be able to produce creative work independently. These skills cannot be assessed under traditional examination conditions.

In conclusion, it is clear that while examinations are an important part of assessment, they certainly cannot cover all of our prescribed assessment needs and must be considered in the light of the overall education that we are providing for our students.

Other Means of Assessment

Lesson Reviews:

- short verbal or written questions to assess student understanding.
- all material reviewed should have been taught.

Investigation:

- a piece of structured work not necessarily linked to specific course content.
- problems are often “open-ended” with students achieving results through investigative work.

Formal Essay:

- extended piece of independent student work.
- can reflect a student generated title, a teacher-set title, be open or closed in nature and may have guiding questions.
- as students progress in age, this activity will move from descriptive to analytical or evaluative and increasingly have a formal structure dependent upon the subject area.

Research Project:

- involves both teacher guided and/or independent student work done both in class and/or as homework.
- requires appropriate referencing of research.
- the product may be in any defined medium: oral presentation, written work, video, computer presentation or appropriate combinations.

Project:

- similar in nature to a Research Project but more appropriate for the lower age range.
- a record of references used may not be seen as necessary, but this should be made clear before the start of the activity.

Journal Writing:

- a continuous-assessment activity, which can be part of class work or homework.
- criteria, guiding how student performance will be determined, should be made available prior to the beginning of the activity.

Field Work:

- off-site data collection for analysis and interpretation.

Practical/Experimental Work:

- involves both teacher guided and/or independent work.
- this activity is usually in a lab or specialist room involving specialist equipment.
- clear criteria, stating how student performance will be measured, should be available prior to the activity.

Performance/Presentation:

- part of a continuous activity.
- clear criteria, stating how student performance will be measured, should be available prior to the activity.

Group Work/Class Activities:

- part of a continuous activity or a part of other assessment tools.
- individual student performance must be acknowledged as well as the group performance.

Short Exercises and Discussion:

- work usually done in class and/or as homework.
- they should form part of a larger assessment mode and reinforce taught material and/or develop specific skills.

Course Work (or other) Folder –

- a collection of different activities done in class or as homework.
- clearly defined criteria are required.

Homework:

- work done at home, although it may be begun in class, in a non-controlled environment.
- should take the nature of set reading, set writing, reviewing work, revising work or consolidating work that has already been taught.
- may allow continued work on research projects or other projects.
- cannot be required to be completed for the next day, nor can it be required to be completed on Saturday, Sunday, a public holiday or over a vacation
- in the case of Grade 11 and 12 where an Extended Essay or IB Internal Assessment components are involved then a reasonable amount of work can be expected during vacation and at weekends.
- the recommended number of hours for the activity should be the guide for a “reasonable amount” in terms of homework set.

Taken together, the tools of assessment form the basis of a comprehensive approach to assessment.

Appendix A

This section of this agreement provides parents with some examples of the types of assessment tools that may be selected for use by its PYP teachers. Like all school documents they are only examples as school is a dynamic and ever changing work place and as such so is its documentation.

Reflective Assessment

The name of the topic that I have just completed is:

What is the message that you have learned from your inquiry?

What was the most important lesson for you?

What are you going to do to make this a better world based on what you have learned?

What have you learned that you can share with others and how will you do this?

Learning Outcomes Assessment

Date: _____ Name: _____

What do I know?

What do I want to know?

Where will I look?

How did I show what I learned?

I felt good when _____

Next time _____

My friends said _____

My teacher said _____

Group Assessment

Unit of Inquiry Title: _____

Recorder: _____

Reporters: _____

How did you begin to work together, what did you do first?

What did your group enjoy the most when working together?

What was the biggest problem your group had when working together?

How do you deal with the problem?

Did everyone in the group make an equal contribution?

Did you learn from each other? Did you help each other? Give some examples of these.

As a team award yourself points from 1 – 4. One point means you did not work together very well, two points you worked quite well together, 3 points you worked well together and 4 points you worked very well together.

Explain what you might do differently next time you work together.