



NES International School Mumbai

- IB Continuum World School

SCHOOL CODE: 003810



Assessment Policy



NURTURE



TRANSFORM



EMPOWER

IB Mission Statement

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.

School Mission Statement

NES International School Mumbai, provides a holistic educational programme for students to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

School Philosophy

NES International School Mumbai (NESISM) follows the NES motto-Nurture, Transform and Empower - with the conviction that every individual is unique with specific potential and learning ability that can and should be tapped. Thus, the driving philosophy at NESISM is that with proper nurturing and care, every child can grow up to be a responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

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Assessment Philosophy

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

Connection to IB Standards and Practices

Culture (03)- Culture through policy implementation (0301)

- The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)
- The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)
- The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)
- The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
- The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
- The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
- The school considers physical and virtual spaces in all its IB-mandated policies. (0301-06-0300)
- The school articulates a planned integration of human, natural, built or virtual resources in all its IB-mandated policies. (0301-06-0400)

- The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500)
- The school considers international-mindedness in all its IB-mandated policies. (0301-06-0600)
- The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Learning (04)- Students as lifelong learners (0402)

- Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
- The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)
- The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)
- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
- Students take opportunities to develop personal learning goals. (0402-06-0100)
- Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

Learning (04): Approaches to teaching (0403)

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
- Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)
- Teachers use IB-mandated policies to support students. (0403-05-0300)
- Teachers support language development with consideration for the language profiles of students. (0403-05-0400)
- Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Learning (04): Approaches to assessment (0404)

- Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Students and teachers use feedback to support stated outcomes and expectations, in accordance with the IB philosophy and assessment documentation. (0404-01-0100)
- The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- The school uses assessment methods that are varied and fit for the purposes for the curriculum and stated learning outcomes and objectives. (0404-02-0100)
- Teachers use a variety of assessment methods that are connected to stated learning objectives and learning outcomes. (0404-02-0100)
- PYP: Teachers document and analyze student learning over time to design learning experience based on data. (0404-02-0111)
- MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
- MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
- DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)
- DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)
- The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
- The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

- MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
- DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)
- The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required.(0404-03-0300)
- MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)
- DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)
- The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-500)
- Students take opportunities to consolidate their learning through assessment. (0404-04)
- The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
- MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)
- DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

IB Learner Profile



Connection with Learner Profile attributes

Assessments are designed to encourage curiosity and foster a love for learning. Inquiry-based assessments, such as projects and research tasks, allow students to explore topics of interest deeply.

Assessments cover a broad range of disciplines, ensuring that students acquire substantial knowledge across various subjects. They are designed to test understanding and application of knowledge.

Critical thinking and problem-solving skills are emphasized through assessments that require analysis, evaluation, and synthesis of information.

Assessments often include components that require clear and effective communication, such as presentations, essays, and group discussions. These help students develop their ability to express ideas and collaborate with others.

The assessment policy promotes academic honesty and integrity. Students are encouraged to demonstrate their understanding and knowledge as principled learners.

Assessments often include perspectives from multiple cultures and viewpoints, encouraging students to appreciate and understand diverse opinions.

Social and emotional learning is integrated into assessments, encouraging students to consider the impact of their work on others. Service-learning projects are examples where a caring attitude is developed.

The assessment policy supports innovation and creativity, encouraging students to take intellectual risks. Creative projects, independent research, and exploratory tasks allow students to step out of their comfort zones.

The policy encourages a balance between different types of assessments (formative and summative) and ensures that students are evaluated holistically. Physical education, arts, and other non-academic subjects are also assessed, promoting a balanced development.

Self-assessment and reflection are key components of the IB assessment process. Students are encouraged to reflect on their learning, set goals for improvement, and consider their strengths and weaknesses.

Principles of Assessment at NESISM

1. Assessment is seamlessly integrated into our planning process to guide and enhance teaching and learning.
2. Our approach to assessment encompasses monitoring, documenting, measuring, and reporting on learning across four key dimensions.
3. Recognizing the diverse learning styles and needs of our students, we employ a variety of assessment strategies and tools tailored to individual learners.
4. We believe assessment should foster both the attitudes and aptitudes necessary for students to become confident, knowledgeable, and globally-minded individuals.
5. The primary goal of assessment at NESISM is to inform and improve the learning process, prioritizing student growth over a period of time.
6. Assessment serves as a dual evaluation tool, shedding light not only on student progress, but also on the effectiveness of teaching practices.
7. Equipping our teachers with the skills needed to achieve their educational objectives is central to enhancing pedagogy and student outcomes. This is achieved through IB-hosted professional development workshops and ongoing in-house training. Additionally, senior teachers serve as mentors to new faculty, guiding them to proficiency in delivering their subjects.

Characteristics of Assessments

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Purpose of assessment

Why do we assess?

1. **Informing Teaching and Learning:** Assessment is fundamentally aimed at providing insights into student understanding and the effectiveness of teaching practices. It allows educators to reflect on the quality of instruction and students' grasp of specific topics, thereby facilitating improvements in the learning process.
2. **Setting Clear Expectations:** Throughout the teaching and learning journey, assessments help both teachers and students understand what is expected of them. This clarity promotes focused efforts and ensures alignment with learning objectives.
3. **Tailoring Instructional Strategies:** Assessments are pivotal in making informed decisions about the instructional needs of individual learners. By identifying strengths and areas requiring improvement, educators can adjust their teaching methods to better support student progress.
4. **Informing Curriculum Reviews:** Assessment outcomes contribute valuable data for reviewing and refining the curriculum. Insights gained from assessments aid in evaluating the effectiveness of curriculum design and identifying areas for enhancement.
5. **Monitoring Individual Progress:** Regular assessment enables ongoing monitoring of students' academic growth and development. This continuous evaluation ensures that students receive appropriate support and interventions as needed to optimize their learning journeys.
6. **Promoting Reflective Practice:** Assessments engage students in reflecting on their own strengths and areas for improvement. This reflective process fosters a deeper understanding of personal learning goals and encourages proactive engagement in their educational development.

What do we assess?

Assessment consolidates all aspects of the school curriculum and employs a range of tools and strategies.

Who assesses?

Both the students and teachers are involved in assessment. Teachers continuously assess students, both on a formative and summative level, and give regular feedback to further the students skills and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning.

How do we assess?

I. Pre-Assessment/ Diagnostic Assessment

- Assesses prior knowledge.
- Assesses what students want to learn.
- Directs the teacher in planning of learning activities.

II. Formative Assessment

- Is interwoven within daily learning and instruction.
- Allows the teacher to make necessary adjustments to teaching plans and methods.

Promotes Learning by giving regular and frequent feedback, which helps learners to improve knowledge and understanding, fosters enthusiasm for learning, engages in thoughtful reflection, develops the capacity for self assessment, and helps learners recognize the criteria for success.

The following principles are followed in formative assessment:

1. Learning objectives are shared with students as part of everyday practice.
2. Students are given the opportunity to see and discuss examples of good work as a model for success.
3. Students are given constructive feedback.
- 4 The teachers will devise different assessment tasks to suit the needs of the unit and the learning objectives. A variety of assessment forms/strategies will be adopted such as - tests, quizzes, presentations, group discussions, assignments, debates, note taking skills, research papers, class activities, lab work, open book assignments, project work etc.
- 5 The teacher keeps a record of the formative assessments and it is used as a basis to give feedback to students and parents as well as assist teachers in adjusting the teaching strategies.

III. Ongoing Assessments

Effective ongoing assessment is a varied, integrated and continuous process through which learners receive feedback utilizing well-defined criteria for measuring successful performance. The learning objectives are linked to the ongoing assessment process.

IV. Summative Assessment

- Is designed before a unit is taught.
- Informs and improves student learning and the teaching process.
- Occurs at the end of the teaching and learning processes.
- Measures understanding of the central idea and prompts student action.
- Provides students with opportunities to demonstrate what they have learned.

- The school will be conducting summative assessments under examination conditions at the end of each unit in MYP, in addition to a summative task half way through the semester.
- Summative assessments in MYP are framed keeping in mind the objectives of assessment in each subject group and are assessed on the basis of the task specific descriptors.
- The Exhibition in the PYP, Personal Project in the MYP and Extended Essay in the DP are in true sense, the culmination of skills and other elements learnt during the respective programmes.
- Assessment of Learning in the PYP takes place at the end of every unit. The assessment task includes multiple assessment strategies, keeping in mind multiple learners in every class.

The Assessment Procedures at NESISM

- Reflect the **international** nature of the school, curriculum and community
- Are **consistent** in the application of programme guidelines and assessment expectations
- Are **transparent and clear**, with criteria and expectations shared with parents, students and teachers
- Utilizes a variety of **authentic, relevant and challenging tasks**, designed to suit a wide variety of learning styles and needs; as well as requiring learners to use critical and creative thinking skills
- Involves a r a n g e of **assessment of learning, assessment for learning and assessment as learning**
- Involves regular written and oral **reporting** and **feedback** systems, which are constructive and meaningful.
- Contributes to development of **life-long learners** and the development of the attributes of the **IB learner profile**
- Promotes and encourage active **reflection**, requiring students to habitually assess their own learning and progress

Reporting (PYP, MYP and IBDP)

1. The recording and reporting of assessments is done on ManageBac for MYP and IBDP and on Toddle for PYP.
2. There are two term reports based on summative assessments issued to students every academic year for MYP and DP.
3. Reporting in PYP is also made twice a year (on Toddle) based on the progress made in the Unit of Inquiry (UOI). Generally, 3 UOIs are completed by the end of each term.

4. Each report carries qualitative comments on students' strengths and areas to improve upon.
5. Theory of Knowledge (TOK) submissions, Creativity, Activity and Service (CAS) and Extended Essay progress will be reflected in the final term report card on ManageBac for the IBDP students.
6. A separate CAS report will be generated on ManageBac for each student.

Missed Assessments

1. Provisions may be made for students who have missed any assessment in order to provide feedback to students and parents on the student's progress. A new test should be formulated for the same in the same monthly assessment period.
2. If a student repeatedly misses any assessments, the coordinator along with the teacher will convene a meeting with the student's parents to discuss the causes and potential solutions. If required, the Head of School will also be a part of the meeting. For further details about Missed Assessments, refer to the Discipline Policy.

Benefits of providing assessment feedback and feed forward

- For students: to encourage the start of lifelong learning.
- For teachers: to support their reflection on what to teach and how to teach it.
- For parents: to be informed of their child's learning and development

Reflection

- Provides students with opportunities to reflect on their learning
- Provides students with opportunities to reflect on the IB Learner Profile and ATL
- Provides opportunities for teacher, student and peer interaction
- Provides teachers with feedback to direct future planning

Guidelines for Assessment in the IB Programme - Specific Practice

1. Assessment in the Primary Years Programme

Assessment plays a pivotal role in achieving the Primary Years Programme (PYP) objective of guiding students effectively in acquiring subject-specific knowledge and skills, understanding concepts, and developing approaches to learning. Both teachers and students must demonstrate assessment proficiency to foster the growth of knowledge, conceptual understanding, and skills. PYP assessment serves to inform learners, educators, and the learning community by actively monitoring, documenting, and measuring learning progress.

Inquiry: When assessing the process of inquiry teacher considers:

- How students demonstrate and develop **subject knowledge**
- How students apply their **conceptual understandings** to further their inquiries successfully
- How students demonstrate and develop the **skills**
- How students demonstrate **learner profile**
- How students demonstrate **action**



(Image Source: From Principles to Practice, My IB)

Purpose (Principles of assessment in teaching and learning):

- The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.
- Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.
- Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
- Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

- We are a learning community as we use assessment as a tool to evaluate the depth of curriculum and the effectiveness of teaching. Team NESISM makes decisions about targeting resources and provides support to the most pressing priorities and professional development needs.

Types of Assessments

Assessment	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	To inform teaching and promote learning. It serves as feedback to the teacher, students and parents	To certify and report on learning progress.	To support students in learning how to become self-regulated lifelong learners.
Requirements	Teachers state/co-construct the success criteria for the Formative assessments	Students and teachers co-construct the success criteria for the Summative assessments.	Students set and reset their learning goals under the guidance of their teachers.
Features	Qualitative data Informal Indication of process Indication of knowledge/skills/ conceptual understanding Differentiated through readiness, interest or content.	Qualitative/Quantitative data Indication of skills/knowledge Application of conceptual understanding Based on teacher/ student/ peer judgement Criteria-referenced Differentiated through readiness, interest or content.	Students are active agents in their own learning by developing and using meta-cognitive strategies to: -plan learning goals -monitor goals -reflect in order to modify/ adjust learning. - reflect on the development of the learner profile attributes and Approaches to Learning skills (ATLs).

Ways to report	Regular formative assessments are conducted as per the curriculum timeline.	Unit of inquiry reports Term Reports Parent Teacher Conference (PTC) Student Led Conference (SLC)	Parent-Teacher Interaction (PTI) Parent Teacher Conference (PTC) (Individual learning goals are discussed with the parents in these meetings)
Frequency	Pre-assessment Beginning of any unit Beginning of the academic year Numeracy and literacy skills- touching base with the last year Formative assessment Ongoing monitoring for Unit of Inquiry Math Language(English, Additional Languages) Specialist subjects (PSPE and Arts)	Towards the end of a unit, wherever applicable.	Goals Goal Setting Self or Peer assessment Ongoing self and peer assessment to monitor the development of Knowledge, Understanding and Skills and Learner profile attributes.
Strategies (methods or ways to gather data)	Selected Responses Open/close-ended tasks Observations Process-focused assessments Learning centers Exit tickets Ongoing	Open-ended tasks Performance-based tasks based on specific success criteria. 6 thinking hats, Bloom's taxonomy, etc are also used. Selected responses.	Observations Close-ended tasks Reflection prompts
Tools/ways to document and/or measure the learning	Rubrics Checklists Anecdotal records Continuums Rating Scales	Rubrics Checklists Anecdotal records Continuums Rating Scales	Anecdotal records Learning Journal Student Reflections

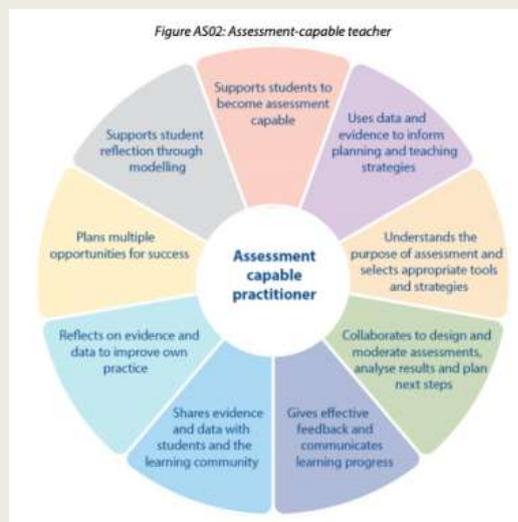
Establishing and fostering a school-wide culture around assessment begins by:

- developing assessment capability within the learning community
- developing a comprehensive assessment policy that emphasizes assessment integration
- creating opportunities for teachers to plan, reflect and moderate assessment collaboratively
- providing school-wide professional development opportunities around integrating effective assessment
- reinforcing the role assessment plays in finding out what students know and can do, and in identifying the next steps for their learning
- reinforcing the links between monitoring, documenting, measuring and reporting of learning.

In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation (Hipkins 2009). This could have a powerful effect on the development of knowledge, conceptual understandings and skills.

Teachers in a learning community ask the following questions.

- What awareness and understanding do we have of student learning?
- What is the evidence of what students can do, say, write, create and demonstrate?
- How do we support students to understand what constitutes quality?
- What other contexts can we provide for students to practice their skills?
- What action needs to be taken to develop the learning further?
- How will we know that we have sufficiently supported student learning?
- How can we identify progression in learning across multiple contexts or units of inquiry?
- How do we use evidence of learning to plan the next learning steps with students?



Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

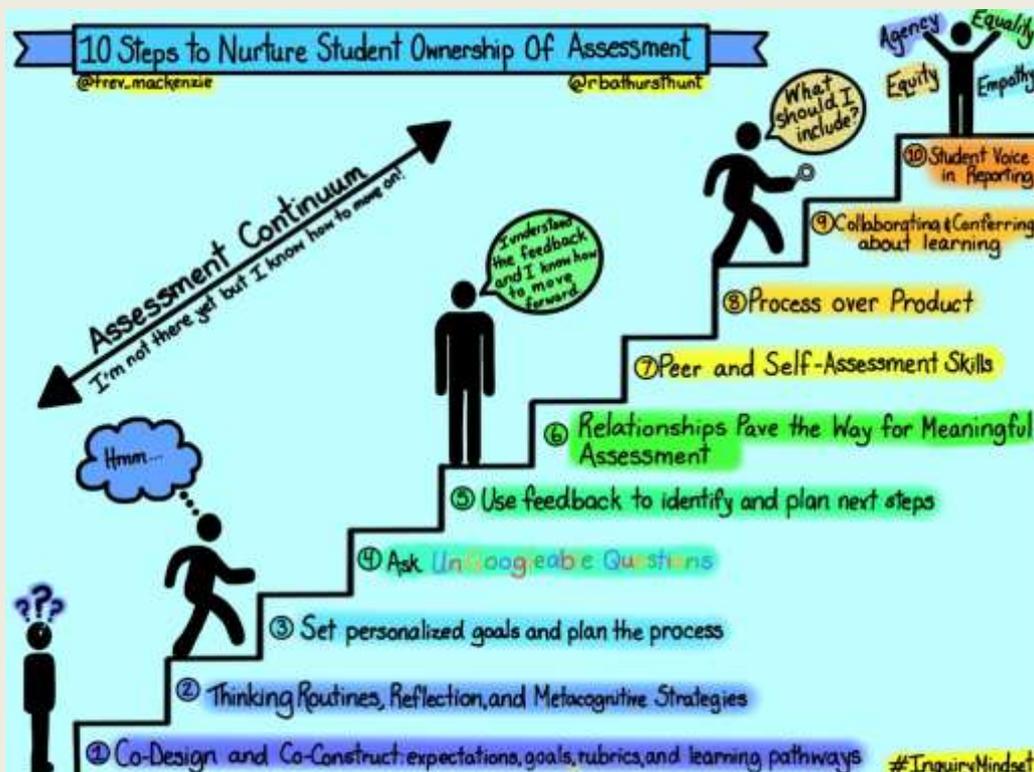


Image source: <https://www.trevormackenzie.com/sketchnotes>

Assessment is a powerful tool to **support students in becoming self-adjusting learners**. As they reflect on their progress and set goals for future learning, they may consider the following questions.

- What do I need to know?
- What knowledge and skills do I need to develop in order to answer my questions?
- What steps do I need to take to ensure that my learning exemplifies quality?
- What further possibilities do I see?
- How do I incorporate feedback to achieve my learning goals?

Students and teachers set and reset learning goals to answer the questions “Where am I going in my learning?” and “What do I need to get there?” These are personalized for each student and connect new learning to prior learning. Learning goals are revisited throughout the learning process to monitor progress.

At NESISM, personal learning goals support the creation of high expectations by:

- making learning transparent to the teacher, the student and their families
- building a shared understanding of what learning is to be achieved
- encouraging reflection and focused feedback
- inviting students to take ownership of their own learning.

Success criteria describe what quality and achievement will look like. They are specific and measurable. Students and teachers co-construct success criteria to answer the questions “What does successful learning look like?” and “What are we looking for during learning?”

Co-constructed success criteria support learning by:

- building a common understanding of what constitutes quality
- allowing for specific feedback on learning and feed forward into next steps of learning
- providing the structure and language for reflection, self-assessment and peer feedback
- providing the criteria against which learning is measured.

Young students’ learning is measured against individual developmental milestones and celebrates achievements at times that are pertinent to them.

Elements of integrated assessments:

- Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed with learners and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.”

(Learning and Teaching – Integrated Assessment From PYP Principles to Practices. 2018)

Academic Integrity in Assessment:

Students at NESISM are taught to be principled learners and are aware of the consequences of academic disintegrity. In alignment with IB regulations, NESISM reserves the right not to submit any work that has not been authenticated to the satisfaction of the teacher.

Assessment tools used in PYP

1. **Rubric**- These are the criteria for rating with descriptors. These can be developed by students as well as by teachers.
2. **Benchmark or Exemplars**- These are samples of student work that serve as concrete standards to assess the work of other children.
3. **Checklist**- This is the list of data, information attributes and elements that should be present.
4. **Anecdotal Records**- These are brief notes based on observation of students' indifferent situations.
5. **Continuums**- These reflect the developing stages of learning or achievement which is a process of learning.
6. **Rating Scale**- The work and progress of each child is rated and recorded in a grid.

How to assess?

In order to discover what the students know and have learned we use assessment of learning, assessment for learning and assessment as learning. It is important to bear in mind that a well-designed learning experience provides assessment data, and is therefore a vehicle for ongoing integrated assessment.

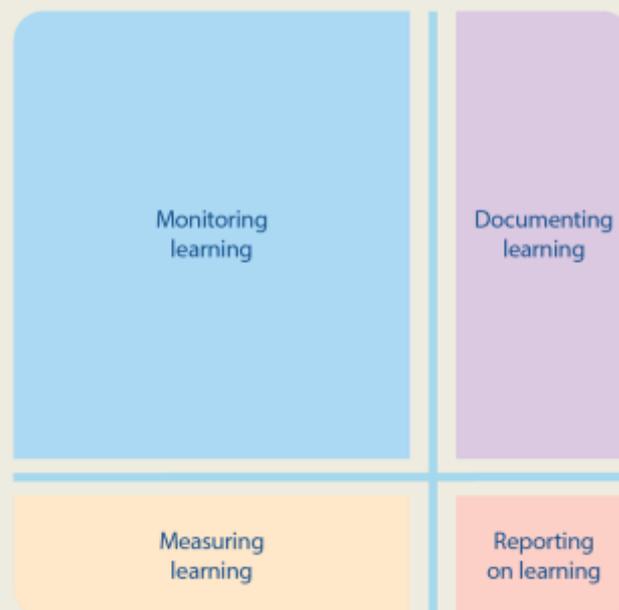


Image Source: PYP: from Principles into Practice – Learning and Teaching – Assessment – How to Assess pg. 74

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of **strategies**: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. **Tools** used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation is both physical and digital to make learning visible. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: Feedback and reflection.
- Learning stories: The learner shows knowledge, conceptual understandings or skills.
- Portfolios: Is students' record of exemplary work.
- Documentation tools include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular "point in time". The school conducts a variety of assessments including performance-based, process-focused, and open-ended as well as pen & paper tests towards the end of the learning process. Teachers use a range of assessment tools like Rubrics, Rating scales, Checklists and Continuums to compile the most comprehensive picture of student progress and achievement over time.

Analysing learning

Teachers collaboratively use multiple data points to identify patterns and trends to evaluate student progress. Outcome of this analysis informs and guides decisions about learning and teaching. Assessment sample moderation by the teachers on common assessments across sections is done to ensure quality assessment.

Reporting learning

Reporting should:

- be clear and meaningful to all users
- be consistent, with common expectations for Grade groups and school sections
- provide a true, helpful picture of each students' learning in the essential elements
- include samples of children's work to support teacher's judgements (supporting samples may be in individual student Portfolios)
- include a balance of information to be updated regularly.

Reporting to students:

Students receive regular feedback in order to reflect on their progress and set targets for themselves. This is an on-going part of the assessment process. The students receive feedback both orally and in written form on a regular basis, both from the teacher and their peers. This feedback can be either formal or informal setting.

Reporting to parents:

In the PYP we share assessment information with parents through:

The following ways have been used by NESISM for reporting:

- Parent/teacher/student conferences
- Student-led conferences
- Unit Report: Sent at the end of each unit.
- Term Reports: Generated twice a year on Toddle (Term1: Generated in October and Term 2: Generated in March.)

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents.

➤ Portfolios- The use of portfolios as evidence of students' achievements is suggested as a means of documenting "both the process of learning and the product, including images and evidence of students in the process of constructing meaning".

Collaborating with colleagues, who analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.



Grading for PYP

Students receive grades for the IB Learner Profile, Approaches to learning, Unit of Inquiry, Language, Mathematics, Single Subjects as well as Personal Social Education using the 1-4 scale.

Effort			
Applicable grades: Early Years 2, Reception, Foundation, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5			
Abbreviation	Value		Description
P	Proficient		Demonstrates proficiency in understanding and application of the concepts and skills addressed.
C	Capable		Demonstrates fair understanding and application of the concepts and skills addressed.
D	Developing		Demonstrates a basic understanding and application of the concepts and skills addressed.
N	Novice		Beginning to demonstrate a basic understanding and application of the concepts and skills addressed.
NA	Not Applicable		Not able to assess

The PYP Exhibition

In Grade 5 the students participate in the PYP exhibition. The Exhibition is an in-depth collaborative inquiry that starts from personal interests and passions and extends into real world issues. The exhibition allows students to demonstrate their engagement with the five essential elements of the programme and to apply their learning from previous years. The exhibition includes regular and carefully planned assessment, be it assessment for learning, as learning or of learning. The exhibition takes place within the school and the school community.

2. Assessment in the Middle Years Programme

The MYP assessment Policy is based on principles and practices for achieving educational goals relating to all aspects of assessment for students.

The assessment policy includes:

- a philosophy of assessment that supports student learning
- common practices in using the MYP assessment criteria and determining achievement levels
- common practices in recording and reporting student achievement
- implementation of formative and summative assessment consistent with IB expectations
- assessment principles and practices with required systems for grading and reporting.

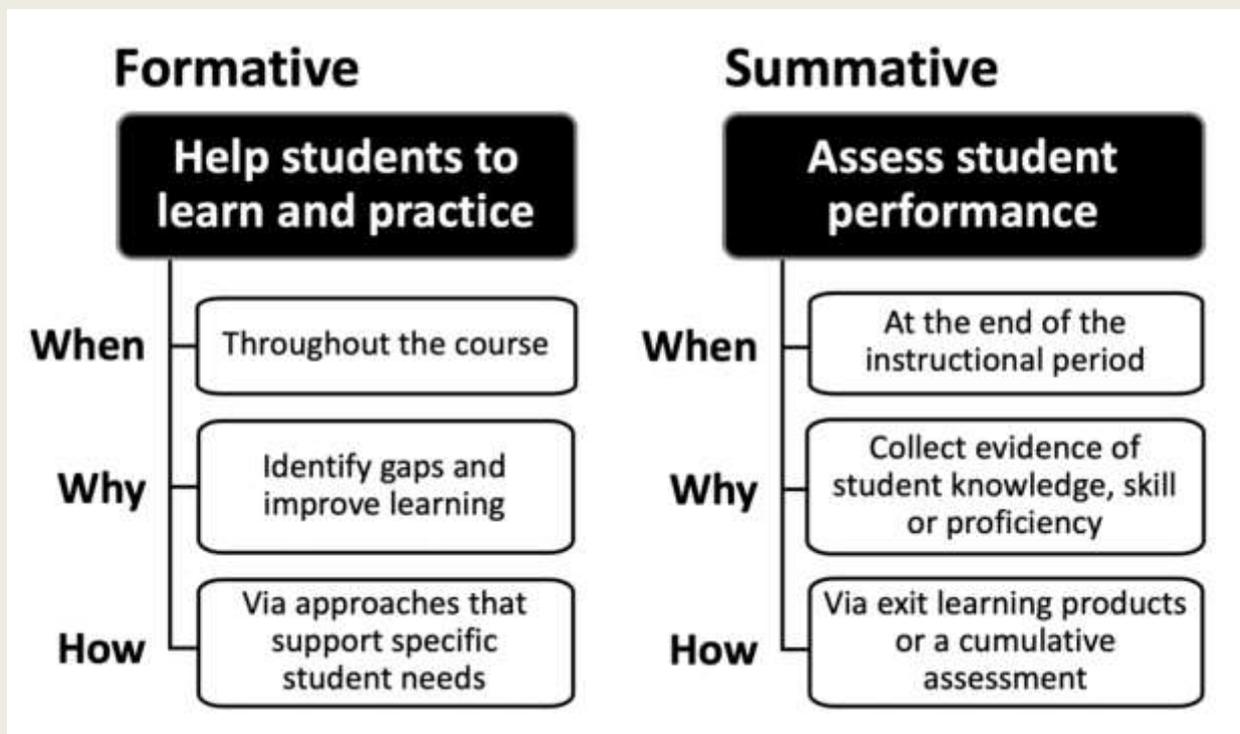
The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems and designing a formal lab report.

The assessment of MYP students at NESISM is on a continuous basis throughout the five years of the programme.

How are students assessed in the MYP?

- Students are assessed according to predetermined objectives related to assessment criteria in a given subject.
 - Students are given the subject criteria.
 - Student work is assessed according to the criteria.
 - Students are assessed on their own level of achievement.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

- A record of formative assessment kept with the teacher is used for prompt feedback. However while reporting at the end of each semester the report would be based on summative assessment.
- For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- Summative assessments should offer students opportunities to reach the highest levels of achievement with regard to their conceptual knowledge and understanding.



Formative Assessment

- Formative assessment can take place before, during and after the content of a unit is taught.
- It is for ascertaining students' prior learning so that appropriate learning experiences and teaching strategies can be planned.
- It is to consider how to monitor and support learning as students engage with the unit.
- Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.
- Peer and self-assessment are often valuable formative assessment strategies.

Summative Assessment

Summative assessment tasks are directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills. In planning these assessments of learning, teachers ask the following questions.

- How does this assessment task relate to the statement of inquiry?
- Which MYP objectives are being addressed?
- How can we create meaningful performances of understanding?
- What evidence of learning will there be?
- How can we collect evidence of learning?
- How will the assessment task demonstrate conceptual understanding?
- How will results be recorded and analyzed?
- How and when will students receive feedback?

The MYP assessment model is also described as **criterion related** as it is based upon predetermined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. This is reflected in each subject guide. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. During reporting periods(end of semester 1 and 2), students will receive criterion related grades on a scale of 1-7 IB MYP teachers should refer to the “Assessment” section in IB MYP FPIP.

- All assessment at NESISM is criterion-based. General grade boundaries given by the IB are to be used in all the subjects for final MYP grade. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at NESISM .
- In MYP grading is undertaken positively and consistently in relation to clear subject criteria.
- Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them. Teachers adopt a “best-fit” model.

Best Fit Approach*

- Overall achievement level is determined by the best fit of the performance across multiple tasks.

- We consider strengths in different areas to give a holistic view of the abilities.

If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a

lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

Task Specific Rubrics And Task Specific Clarification

- Students must be informed which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task.
- Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task specific clarifications. A well-constructed rubric should: Support learning by providing clear guidance. Provide transparency to the process for students, their families and teachers. Provide clear, measurable evidence of learning.
- Link generic descriptors and their command terms to task-specific clarifications.
- Feedback to students should be prompt (within 6 working days of work being submitted) and supportive. Teachers must keep a clear and accurate record of all assessment activities.

****MYP Achievement Levels****

- ****Level 0****: No understanding of concepts and skills.
- ****Level 1-2****: Basic understanding with some errors and omissions.
- ****Level 3-4****: Adequate understanding and application of concepts.
- ****Level 5-6****: Good understanding with clear and effective application.
- ****Level 7-8****: Excellent understanding and sophisticated application of concepts and skills.

Reporting In MYP

- The final reporting is done only on summative assessments in the ManageBac.
- As a general rule, in the MYP each criteria should be assessed at least twice a semester.
- The Achievement Grade is determined by adding the criteria grades, and awarded using the IB MYP published grade boundaries.
- It should be made clear to students which assessment tasks contribute to their final semester grade.
- Grades for the individual criteria should reflect how the student has performed over the reporting period, it is not an average across all observations for that criterion.
- The reports once generated will be made able online in ManageBac.

Academic Integrity Matters

- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school’s Academic Integrity Policy for further guidance.
- If a teacher, or another member of staff, suspects that a MYP student may have breached the school’s standards of academic integrity, he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.
- If it can be shown that inappropriate work has been submitted, the MYP Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement.
- Again in line with the IB’s policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

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

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

3. Assessment in the IB Diploma Programme

1. Formative And Summative Assessment

- The continuous assessment policy which is followed is a mix of formative and summative, formal and informal assessment which provides variety of assessment tools in order that a correct assessment can be made of each learner.
- Both formative and summative assessment will occur within a single grading period.
- All school based assessment should be designed to be formative in nature for the student and summative where appropriate. All formative assessments are a lead up to the summative assessments designed for IB.
- Feedback to students should be prompt (within 5 working days of work being submitted) and positive.

1. *Types of Assessments*

Formative: Class Test, Quiz, Presentation, Group Discussion, Home Assignment, Class Activities, Project work, Laboratory work, Research Project or any other task that the teacher finds appropriate.

Summative: End of unit and semester examination, IBDP Board Examination, Internal Assessments, TOK, Extended Essay.

- All school assessment should be designed to be formative in nature for the student and summative where appropriate.
- All assessment at NESISM is criterion-related; however, DP uses distinct schemes of work and subject-specific criteria.
- Each assessment activity must allow students access to the full range of task specific descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- IB Diploma teachers scaffold assessment tasks through the programme or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at NESISM
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for Internal Assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Teachers look for evidence of what students know and understand. Teachers always reward alternative, but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

- The best fit approach is followed while using the assessment criteria. In other words, the student is placed in that band which matches the majority attributes of it.
- When using criterion-related assessment, student responses are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands, but not all of them, teachers adopt a “best-fit” approach.
- When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers will consult subject guides, mark schemes and Examiners Reports for current grade boundaries and criteria

GRADING SYSTEM & DESCRIPTORS FOR IBDP

IBDP Criterion based assessments are followed with the respective IBDP subject grade boundaries:

The grade descriptors appear on the back of the record of achievements.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	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.
Grade 3	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.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them 4 effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	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.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7	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. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Management of Assessment in MYP and DP

Student Preparation

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

1. Assessment Timetable.
2. Syllabus for assessment.
3. Assessment Rules and Regulations.
4. Materials required during the assessments for each subject.
5. Materials prohibited during assessments.

Examination paper setting procedure followed by teachers

1. Plan and prepare the Semester Assessments Question papers as per the Curriculum.
2. Prepare two sets of Question Papers – one for the Coordinator and the other for Head of the Department two weeks prior to the assessments.

Assessing Term Assessment Papers

1. Answer scripts have to be collected from the respective coordinator on the same day of the assessments.
2. Marking should be done according to the blueprint approved by the Subject Head/Coordinator.
3. When monitoring or assessing student work, staff must put their initials and date when the assessment evaluation was completed.
4. Department / Subject Head will be responsible for standardization of the marking done by the teachers before any results are released, in order to support and maintain the reputation and equity of the teacher and the school.
5. Students should be shown the marked assessment papers in a timely manner and teachers should discuss the correct answers with the class.
6. Answer scripts are given to the students during the Parent-Teacher Meet. The student needs to maintain the norms of academic Integrity. In case the work submitted by the student is not authentic, he will not be graded as mentioned in the academic integrity policy.

Further Research

After each term's assessment, the coordinator prepares a statistical report based on the student's progress and updates the Head of School and Founder-Principal. Action plans for student's better performance are made on the basis of this report in consultation with subject teachers, coordinators, Head of School and Founder-Principal. Success ratings of previous years are taken and compared to see if action plans have their effect.

Incomplete work should be submitted on time despite not being finished. The following consequences for the late submission of tasks (without an acceptable excuse*) apply to Grades 6-10.

Consequences

Days late	Consequence
1-3 or first occurrence in a school year	Parents will be contacted by the subject teacher. Parents will be informed of the new deadline. If the task is submitted by the new date, students will receive feedback and grades will be counted towards their final subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment as a comment in the report.
4-9 or first occurrence in a school year	Parents are to be informed of this consequence by the Coordinator. In the case of persistent lateness (i.e., on more than one occasion) parents may be requested to come to school for a meeting with the Coordinator and the subject teacher(s) involved. Students will be kept on academic probation and will need to complete the work after school hours. This will be reflected in the report as a ATL comment.
10+	A non-submission will also be recorded for this task after 10 days, students may be placed on an individualized plan or undertaking to prevent future occurrences. Student transcripts will also reflect the non-submission of work.

Reporting in DP

- The reporting of the students’ semester academic performance, Student Reflections, CAS, EE, TOK and IA will be done on ManageBac. The reports once generated will be reflected on ManageBac
- The final report card / transcript levels of DP from Grade1 to 7 would apply.
- The final grade would demonstrate the most accurate demonstration of student performance and there will not be any averaging of attainment grades over a reporting period.
- On ManageBac there would be a record of formative assessments which is a lead up to reporting of summative assessments in each reporting period.
- CAS records are maintained through ManageBac based on its objectives. The report cards sent via ManageBac to the parents indicate CAS progress.
- The norms of securing the IB diploma would apply in the semester grade without taking the CAS and TOK performance.
- A variety of assessment types should be used for grading.

- Published IBDP assessment objectives and criteria are shared with all students. All work is to be assessed keeping these objectives and criteria in mind.

Assessments and Procedures Relating to Final IB Assessments

1. Assessment is conducted with reference to the guidance and regulations supplied by the IB.
2. Examination Coordinator/DPC will report to the Head of School & Founder-Principal for the day-to-day administration of the examinations system.
3. At the time of the exams, candidates must be aware of “Notice to candidates”, a copy of which is posted inside and outside of each examination room.
4. During examinations, candidates must follow any instructions given to them by the Examinations Coordinator/DPC, or any Invigilator present.
5. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources.
6. The school undertakes to run the examinations system in accordance with the IB norms.
7. Guidance, given in the Instructions for the Conduct of Examinations document, and others is shared with the invigilators and other stakeholders.

School Assessment Specific Guidelines (MYP and DP)

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable transparent container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - I. General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
 - II. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

Late arrival

No additional time will be allowed for students arriving late for the examination.

Temporary Absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

1. During the school-based/internal examination, for any malpractices at school level refer to the NESISM Academic Integrity Policy.
2. For MYP / DP IB examinations, the IB norms will be followed.

Early Departures

1. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
2. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

1. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.
2. Students must leave the examination room in a quiet and orderly manner.

Note: For the IB MYP/DP examinations the respective specific guidelines will need to be followed.

Mobile Phones and Examinations

1. Mobile phones must not be brought into the examination room. The possession of a mobile phone in an examination room, whether switched off or not, is an offence.
2. If any student fails to observe this regulation, then the matter will be referred to the school discipline committee for necessary action as mentioned in the academic Integrity policy.

Academic Integrity

If a teacher suspects that a student is guilty of malpractice, he/she will be awarded a level of achievement. At all times students must refer to the school's Academic integrity Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic integrity, he or she will inform the DPC. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the DPC will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the

determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

Inclusive Access Arrangements

This will be as per the School's Access and Inclusion Policy when it comes to school-based assessments while for MYP and IB examinations, the IB norms will be followed.

MANAGING ASSESSMENT TASKS IN MYP & DP

Notification of Assessment Tasks

- Students must be given at least five school days notification for the submission of assessments or the sitting for an assessment.
- Notification must be written, either electronically or through the diary.

Instructions for Assessment Tasks

- Teachers will provide relevant instructions along with rubrics, with task specific clarifications where applicable, including the test date or due date.

Drafts for Written Tasks

- Where appropriate, drafts may be checked by teachers for assessments, with a clear timetable for the submission of the draft. Students will be given a minimum of one cycle to respond to the suggestions, and to submit the final work.

Submission of Student Work- All assessments must be notified as a 'task' on the ManageBac calendar. Students should be informed by email. ManageBac notification should include the following features:

1. Indication of task content and conceptual understandings
2. Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.
3. The criteria to be assessed, with generic descriptors and task-specific clarifications
4. Task's due date needs to be stated.

Late Submission of Assessment Tasks

- Keep the parents informed about the same through the student handbook, via ManageBac or through an email.
- The achievement level awarded for that work will not be reduced, however the action will be reflected by a comment in the report.
- For repeated late submissions, after notification in the diary by the teachers, a sms to be sent through our E- campus software to parents to chase up late submissions. Students can be required to stay during free periods, and after school (providing contact has been made with home, and that transport is organised.)

Extensions and Deadlines

'Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits'.

- Extensions are available, however only due to either unavoidable or exceptional circumstances, at the teachers' discretion. Students should communicate with their teacher at least one school day prior to the due date for an extension (where possible).
- An email or a letter from parents should be received by the teacher at the time of the request, or the student can request the extension through email with the parent included in the correspondence.
- An alternative due date should be communicated to the student and the parents.
- If absent and such absence is communicated then students should submit the assessment on the first day back to school after the absence, or as soon as practicable, if valid reasons prevent submission on the day of their return.
- In the case of in-class assessments students will be expected to retake at the next available date, if possible (at the department's discretion and if absence is due to genuine reasons. When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.
- If any student is repeatedly seeking extension of deadline on grounds of special/medical leave the matter will be brought to the attention of the HOS by the MYP/DP Coordinator.

Group work

- Teachers should be aware of what work individual students will contribute during group assessments.
- Where possible teachers should allocate grades for different group members according to individual involvement and performance, this should be made explicit at the beginning of the assessment. (TOK group presentation all members of group must be given the same grade - according to the new guide)
- Non-submission of School-based Assessment- This is defined as work that has not been completed by the end of the reporting period in which it was due for submission. Since "catch up time" will be provided within/after school the written assessment perhaps may be incomplete in nature. The teacher must take a copy of the incomplete work done during 'catch up time' and if the work at the end of the reporting period is still incomplete/in a draft stage then the student will be assessed on the incomplete/draft work. In other words, there cannot be a situation of non-submission of assessment.

Standardization

Aim

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents assessment creep, whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning.
- Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

MYP & DP Standardization Procedure at NESISM

- Standardization should occur at least once a semester, per programme per subject.
- At least two teachers within the department/Group should be involved in the standardization process
- For IBDP IA moderation, all the teachers involved must participate in the process.

Personal Project

1. The Personal Project criteria are discussed in detail once again during professional development meetings and the same is emailed to all the supervisors along with the record form for keeping the grade record. The allocated supervisor awards grades to the PP report and kept confidential.
2. Supervisors are divided into groups (two teachers) keeping in mind that each group will have one experienced supervisor as facilitator. Later, this group is provided with a criterion rubric (one at a time). Each teacher refers to the criterion rubric and assess individually, justifying the same.
3. A Google sheet will then be provided to enter their respective levels of achievements for each criterion.
4. The teachers in the group will then deliberate to come up with a grade along with their comments
5. The supervisor will then enter their respective levels of achievement with their comments.
6. The group, along with the supervisor will come up with the final grade.
7. The PPC, MYPC and the supervisor will then discuss and review the PP report in accordance with the IB expectation of achievement levels, Then, arrive at a consensus for the final grade to be entered on IBIS
8. The comments will be shared with the students on ManageBac.

9. EE standardization should occur, within departments, where possible. 10. TOK standardization should occur, within all TOK teachers, where possible.

External Moderation

The HOD will be informed of both the IB MYP monitoring and the IBDP IA processes by the appropriate coordinator who will also supply a timeline and reminders.

Inclusion provisions

The inclusion team will inform teachers of the level of support for the students in their class and the type of support that can be offered in respect to the needs of students. Where accommodations are needed, they will be assigned from or organized by the inclusion team and the exam team. Inclusion team will be involved in the planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades. All students must be assessed using the end-of-programme assessment.

*** Refer to the NESISM Access and Inclusion Policy for further details.**

1. Grading System & Descriptors for IBDP (Grade 11 and Grade 12)

- **Please refer to the detailed grade descriptors given in Appendix 1.**
- **IBDP Criterion based assessments are followed with the respective Grade Boundaries.**

Grade	Levels	Descriptors
7	Excellent performance	As per each subject group
6	Very Good performance	As per each subject group
5	Good performance	As per each subject group
4	Satisfactory performance	As per each subject group
3	Mediocre performance	As per each subject group
2	Poor performance	As per each subject group
1	Very Poor performance	As per each subject group

Predicted grades for IBDP students

Prior to the respective board final Examinations, Predicted Grades of the students are required by the IBO. These are to be submitted by the respective subject teachers after moderation and discussion within the departments; to the DP Coordinator by the first week of March the predicted grades for DP 2 students for university application are required to be released by the first week of November. The predicted grade should, as far as possible, be an accurate representation of the student's final grade. The confidentiality of the same should be maintained by all concerned.

Predicted Grade Procedure:

1. Predicted grade reflects the teacher's assessment of the grade a student is expected to achieve based on comprehensive evidence of their work and alignment with IB standards.
2. Predicted grades are based on summative and formative assessments, evaluated twice for accuracy.
3. Initial predicted grades are based on Year 2 first term exams, with final predictions confirmed by February of Year 2 for IBIS submission.
4. Efforts are made to ensure predicted grades accurately represent students' potential final grades, with confidentiality maintained.

Methodology:

1. Predicted grades are determined subject-wise.
2. Internal summative assessments covering all subject components serve as primary indicators for interim predicted grades.
3. Each subject's assessment components and weightage, along with grade boundaries, inform predicted grades.
4. Professional judgment accounts for external factors like student illness that may impact predicted grades.
5. Towards the end of the program, teachers' professional judgment becomes crucial in finalizing predicted grades.
6. Mock examinations and assessed Internal Assessments (IA) provide clearer indicators of final predicted grades.
7. Regular meetings with DP teachers facilitate discussions on predicted grades, ensuring alignment and accuracy in assessments.

Internal Assessment Responsibilities of IBDP Teachers

1. Teachers teaching the IBDP subjects must abide by the instruction and guidelines given by the IB coordinator.
2. Cover sheets, drafts of internal assessment, essays and other related material are to be submitted to the IBDP coordinator.
3. Accountability for adhering to the deadlines for internal assessment lies with the IBDP teachers.

4. Any concern on not meeting the deadlines for internal assessment should be brought to the notice of the IBDP Coordinator at least one month before, in writing and immediate corrective measures should be taken so that the deadlines are not breached.
5. The internal assessment deadlines decided by the DP-PLT cannot be changed by the teachers.
6. If the deadline has not been met due to the negligence on the part of the student, it is the responsibility of the teacher to ensure that a meeting is called with the parent in the presence of the IBDP coordinator. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the IBDP Coordinator for the record.
7. If the deadline has not been met due to the negligence on the part of the teachers, then the vacation leaves will be revoked to complete the pending work.
8. All teachers should adhere to the deadline submitted in the scheme of work and lesson plans.

Assessment Policy Review and Communication Process

- The Assessment policy is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required.
- The SPLT along with the Heads of Department and Inclusion team, review and then revise the assessment policy. The Heads of Departments in turn take it to their respective departments for discussion and feedback.
- The revised all school assessment policy (which is in line with the IB guidelines) is approved and finalized by the SPLT and then shared with the NESISM community.

Reference

The following documents were consulted while writing this assessment policy:

- a. Assessment - PYP Learning and Teaching Published October 2018 Updated December 2018, November 2022, March 2024
- b. MYP - From Principles to Practice 2022
- c. The MYP programme- Handbook of procedures 2014
- d. The Diploma programme- Handbook of procedures 2019
- e. NESISM Academic Integrity Policy
- f. NESISM Access and Inclusion Policy
- g. JPIS Assessment Policy
- h. ATL continuum document
- i. Programme Standards and Practices
- j. Diploma programme: assessments and procedures 2024
- k. Assessment Principles and Practices-Quality assessments in a digital age Published July 2019 Updated November 2021, December 2022, November 2023

Appendix - I: IBDP Grade Descriptors

Grade Descriptors- Group 1

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

Grade Descriptors- Group 2

Grade 7 Excellent performance

Demonstrates an appreciation and understanding of the varieties and subtleties of the language. Thinks critically and organizes effectively. Language is very fluent, accurate, and appropriate.

Grade 6 Very good performance

Demonstrates an appreciation and some understanding of many of the varieties and subtleties of the language. Shows a solid ability to analyse and organize. Language is fluent, accurate, and appropriate.

Grade 5 Good performance

Generally, demonstrates an appreciation of the varieties and subtleties of the language. Shows some analytical and organizational skills. Language is mostly fluent, accurate, and appropriate.

Grade 4 Satisfactory performance

Demonstrates an appreciation of some of the varieties and subtleties of the language. Shows some ability to engage in meaningful discussion. Language is fairly fluent, accurate, and appropriate.

Grade 3 Mediocre performance

Demonstrates a limited sense of the varieties and subtleties of the language. Shows limited ability to engage in meaningful discussion. Language displays some problems with fluency and accuracy.

Grade 2 Poor performance

Demonstrates a poor sense of the varieties and subtleties of the language. Shows little ability to engage in meaningful discussion. Language lacks fluency and accuracy.

Grade 1 Very poor performance

Demonstrates very little sense of the varieties and subtleties of the language. Is unable to engage in meaningful discussion. Language lacks fluency and accuracy.

Grade Descriptors - Group 3

Grade 7 Excellent performance

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6 Very good performance

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5 Good performance

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4 Satisfactory performance

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or „common sense“ points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3 Mediocre performance

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2 Poor performance

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1 Very poor performance

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Grade Descriptors- Group 4

Grade 7 Excellent performance

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

Grade 6 Very good performance

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable of working independently.

Grade 5 Good performance

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates

quantitative and/or qualitative data competently. Construct's explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally, works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.

Grade 4 Satisfactory performance

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

Grade 3 Mediocre performance

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

Grade 2 Poor performance

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1 Very poor performance

Recalls Fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.

Grade Descriptors- Group 5***Grade 7 Excellent performance***

Demonstrates a thorough knowledge and understanding of the syllabus; successfully applies mathematical principles at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and reasonableness of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 6 Very good performance

Demonstrates a broad knowledge and understanding of the syllabus; successfully applies mathematical principles in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and reasonableness of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 5 Good performance

Demonstrates a good knowledge and understanding of the syllabus; successfully applies mathematical principles in performing routine tasks; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; successfully uses problem-solving techniques in routine situations; communicates mathematics effectively, using suitable notation and terminology; demonstrates an awareness of the links between different areas of the course; uses technology appropriately.

Grade 4 Satisfactory performance

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical principles in performing some routine tasks; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; uses

problem-solving techniques in routine situations; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; uses technology satisfactorily.

Grade 3 Mediocre performance

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical principles in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; communicates some mathematics, using appropriate techniques, notation or terminology; uses technology to a limited extent.

Grade 2 Poor performance

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; uses technology inadequately.

Grade 1 Very poor performance

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; is unable to make effective use of technology.

Appendix - II: MYP Grade Descriptors

The following grade boundary guidelines table helps to determine final grades in each year of MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade Boundary	Guideline	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.