

ASSESSMENT POLICY – DPSGI

The International Baccalaureate's 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 across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Delhi Public School Ghaziabad International Mission Statement

DPSGI aims to create global citizens by establishing systems to enable life long learning, self development and improved performance for continuous excellence. We also believe in making learning a joyful experience in a stimulating and intellectually challenging environment and ensure students develop intercultural respect and understanding.

What is assessment?

Assessment is the gathering and analysis of information about the student's performance. It identifies what students know, understand can do and feel at different stages in the learning process. Assessment is embedded in the learning process and is integral to all teaching and learning. Assessment focuses on the quality of student learning during the process of inquiry and instruction and the quality of the products of that learning.

Why do we assess?

Assessment is an essential means by which we analyze student learning, the effectiveness of our teaching and it acts as the foundation on which to base our future planning and practice.

The PYP approach to assessment encourages development of wider critical thinking and self-assessment skills. Students and teachers actively engage in the process of Inquiry and the students will be steered to assess their work at different stages and will reflect to see if the aims and objectives set for learning have been fulfilled.

Teachers use formative assessment to adjust lesson plans to meet student needs. Effective assessment also allows teachers to assess their own method of delivery. Summative assessments are used after instruction to summarize learning for reporting.

(The implementation of the policy is the responsibility of all members of staff.)

Aims of the assessment policy

- To make the assessment purposes, principles and procedure clear to the students, staff and parents.
- To provide clear guidelines on school's approach to assessment to the school community.

Purpose of Assessment

The purposes of assessment are to:

- Promote student learning
- Assessment will tap and build upon the strengths that learners in all diversity bring to the learning situation. It would corroborate student learning and would bring to light what the students have learnt and the areas that need further work. Effective assessment would also engage students in reflection on their own learning.
- Provide information about student learning
- Assessment helps teachers to reflect on learning accomplished and learning deferred. It also helps teachers to better design instructions to teach more effectively or to redirect their efforts/ instructions to match students' learning their strengths and weaknesses.

Principles of effective assessment

Effective assessment allows students to:

- Have criteria that are known and understood in advance.
- Know their strengths and capabilities rather than just their weaknesses or what they do not know.
- Demonstrate the range of their conceptual understandings, their knowledge and skills.
- Express different points of view and interpretations.
- Reflect and get involved in self and peer assessment.

Effective assessment allows teachers to:

- Plan them and build them into learning and not just add them after the facts.
- Plan activities/ opportunities for students to learn the skills and develop the knowledge required to perform well in formal assessment tasks.
- Identify what is worth knowing and assessing it.
- Consider the different ways of learning and knowing
- Use various strategies to assess in order to accommodate various types of intelligences.

Effective assessment allows parents to:

- See evidence of student learning and development.
- Develop an understanding of the student's progress.
- Provide support and celebrate student learning.

When and how do we assess

Within the PYP, continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme.

The academic year is divided into **six transdisciplinary themes**. Formative and summative assessments are conducted for each theme. The assessment methodology is a mix of skills, activities, presentations and class tests. There are two terms. Each term covers three Units of Inquiry.

To measure the effectiveness of learning-teaching in PYP, all five essential elements (concept, skill, knowledge, attitudes and action) will be measured.

Formative assessment

Formative assessment is interwoven with the daily learning and enables students to become successful learners. The feedback is instrumental in modifying the learning goals that the students set for themselves and the teaching strategies that the teachers have used, keeping in mind the needs of the different learners. Thus we view the two as parts of the whole where neither one can be complete without the other.

Summative assessment

Summative assessment takes place at the end of a unit, term or at the end of a teaching learning process. It gives opportunity for the student to demonstrate their understanding. The students are given options for presenting their understanding so that different learning styles are acknowledged and assessed according to the set criteria. The task specific clarifications are helpful in making the students aware of the expectations and how they will be assessed.

We have been a CBSE school and have now moved into the PYP curriculum. The students move onto CBSE board currently although we do plan to implement MYP and DP programmes once we are authorized for PYP. Thus, we need to keep some traditional assessments for testing of knowledge. These take place continuously throughout the year, are related to the units of inquiry and are informal in nature.

Strategies for effective assessment and what is assessed

The strategies are the method or approaches that the teachers use when gathering information about the student's learning. Teachers use the following strategies to assess students' learning:

Observations

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

The Trans- disciplinary skills are observed often and regularly. These are carried out at regular intervals. The most common forms are tests, quizzes etc.

Portfolio:

These are collection of students' work that are designed to demonstrate the success, growth, thinking, creativity and reflection. Portfolios provide an opportunity for students to develop an awareness of their own learning as they reflect on their work- its quality, progress etc in relation to their goals. This allows students, teachers and parents to see learning as a continuous process. It facilitates ongoing assessment.

Assessment Tools:

The above listed strategies are put into practice using the following assessment tools in conjunction with other forms of assessment, such as standardized tests, quizzes etc.

Rubrics: Rubrics are established sets of criteria used for scoring or rating children's tests, performances or portfolios. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate on a predetermined scale.

Checklists: these are lists of information, data, attributes or elements that should be present.

Anecdotal records: These are brief written notes based on observations of children, which are systematically organized.

Continuums: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

Responsibilities:

Each teacher has a responsibility to assess children, record attainment and verify their assessment.

Record Keeping

Record keeping is an essential part and pre-requisite for good teaching. Its primary purpose is formative. Its also provides the basis for reports and discussions with parents. Teachers record the information using a variety of tools like the anecdotal record booklet/audio/video or the desirable learning outcome; record sheets are the tools used by teachers to record the child's learning process. All teachers are responsible to maintain the record of progress/learning of each child and record the students'

speaking, listening, reading, writing, handwriting, mathematics skills and general behavior and attitude in class-individual and group situations.

Reporting:

Reporting on assessment is about communicating what students know, understanding and can do. Teachers use the information gained from assessing as a basis for reporting to parents/guardians/other teachers and also use this information for further programming and teaching. Reporting is both planned as well as informal, on a regular basis.

Conference:

Parent-teacher meeting:

PTMs are held once in two months, to give the information to parents about the students' progress development and needs, and about the school programme.

Teacher-Student:

These conferences occur frequently in order to support and encourage the students' learning and teacher planning. Students are given feedback so they can reflect on their work and further refine and develop their skills.

End of Unit presentation

After every two units the students demonstrate their learning in class in a presentation.

Student led conference

In the PYP a student led conference is organized each term. The students are responsible for leading the conference and share their learning with their parents.

Exhibition: not implemented yet

Written Report:

Each term a printed report is sent in a fixed format. It gives teacher observations on unit achievements and also his performance and progress in various subject skills.

Language (Hindi and English)

- Listening skill
- Speaking skill
- Reading (Loud and Comprehension)
- Writing

- Grammar

Mathematics

- Mental math
- Understanding
- Skill
- Application

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- Skill
- Knowledge

The schedule for the above will be informed in the unit wise assessment calendar. Also, the students will be evaluated on the development of the ten learner profiles.

The Co-Scholastic/PSPE skills- Art, Music, Drama, Dance, Yoga, PE, ICT are assessed on a regular basis.

Grading Scheme (for reporting)

Grading Pattern	Grade	%
 Understands thoroughly/Works independently and exceeds expectations	A1/A2	81-100
 Understand the concepts/Works independently	B1/B2	61-80
 Understands/Tries to work independently	C1/C2	41-60
 Needs constant support from teachers	NE Needs Encouragement	<=40

ASSESSMENT DETAILS (for internal planning)

The following is the evaluation pattern for the main subjects for each term. ('T' represent Term no.)

Subject	Assessment	Skill	No. of FAs	Rubrics
Languages	FA T.1	Speaking	1	Introduction & Fluency Content Grammar
	FA T.1/T.2	Reading Loud	2	Pronunciation Clarity in Speech and fluency Expression and voice modulation
	FA T.1	Dictation	1	Take best 3 assessments for each student and average out the marks at the end of the term – records to be maintained
	FA T.1	Listening	1	Activity and listening comprehension based written assessment

	FA T.1/ T.2	(1)Reading for Comprehension (2) Creative Writing (3) Grammar	2	Literature Unseen passage Writing through imagination Core grammar concepts
	FA T.1	Copy	1	Completeness Submission
	FA T.1	Project	1	Summative Assessment tasks - Well defined rubrics – project should have elements of data collection, skill building & presentations with X factor.
Mathematics	FA T.1/ T.2/ T.3	Mental Math	3	1 minute papers consisting of 10 simple questions each – table dodging, simple sums
	FA T.1/ T.2	Understanding	2	A simple worksheet/activity to test understanding of concepts
	FA T.1/ T.2	(1)Skill (2)Application	2 2	Skill – core arithmetic etc. Application – real life mapping
	FA T.1	Copy	1	Completeness Submission
	FA T.1	Project	1	Well defined rubrics – project should have elements of data collection, skill building & presentations with X factor.
UOI (Science and Social Studies)	FA T.1/ T.2/ T.3/ T.4/ T.5	Skill	5	All Transdisciplinary Skills to be formally assessed at least once every term
	FA T.1/ T.2	Knowledge	2	pen and paper for understanding of concepts
	FA T.1	Copy	1	Completeness Submission
	FA T.1	Project	1	Summative Assessment tasks - Well defined rubrics – project should have elements of data collection, skill building & presentations with X factor.

Formulated by: Examination Department of DPSGI

Formulated on: 30th January, 2015

Last revised on: 30th March, 2017

Next Policy Review on: 30th March, 2018