



DR. PILLAI GLOBAL ACADEMY
local actions...global options

New Panvel

ASSESSMENT POLICY



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Assessment in its various forms is a critical component of the educational process. Dr. Pillai Global Academy, New Panvel recognizes this, making it the guiding principle while framing this policy.

Assessment is an integral part of the teaching-learning process. Through the evaluation of the outcome in terms of learning, it also helps in achieving this outcome.

It provides students with opportunities to determine the degree to which they have mastered the subject. Through reflection on their progress, it enables them to identify their strengths and weaknesses, thereby paving the way for improvement in each subject area.

Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, and to revise their curriculum and teaching practices to meet their needs. It encourages the teachers to reflect on their own knowledge and skills leading to strengthening of their weaknesses.

GUIDING PRINCIPLES OF ASSESSMENT AT DR. PILLAI GLOBAL ACADEMY, NEW PANVEL

To ensure that the assessment process

- Is aligned with the philosophical goals and curricular objectives of the programmes (Cambridge & IB).
- Encourages good classroom practices and appropriate student learning.
- Is fair, unbiased and reliable.
- Reflects the intercultural dimension of the IB programme.
- Assessment takes place across all the objectives of each subject.
- Enhances and encourages effective teaching-learning practices.
- Takes into consideration the different styles of learning of students.
- Provides opportunities for self-assessment, peer assessment and reflection.
- Criterion based as opposed to norm referenced.
- Promotes academic honesty in students.
- Prepares students for the examination conducted by the IBO and the CAIE.
- Assists curriculum planning and review.
- Enables assessment of the teachers in their respective areas.

PURPOSES OF ASSESSMENT

Dr. Pillai Global Academy assesses students in order to:

- Enhance student learning.
- Monitor and evaluate student progress towards meeting course requirements and IBDP/CAIE standards.
- Provide feedback to students, parents and other stakeholders.
- Gather evidence to support teacher reflection on the effectiveness of their teaching.
- Assist curriculum planning and review.

ROLES AND RESPONSIBILITIES OF VARIOUS STAKEHOLDERS FOR A SUCCESSFUL IMPLEMENTATION OF THE ASSESSMENT POLICY

Effective assessment requires teachers to:

- Make students aware in advance of the criteria for the assessment.
- Maintain detailed assessment records.
- Analyse data to identify patterns in student performance.
- Provide timely and clear feedback that is conducive to future learning.
- Recognise students' different learning styles and utilise assessments to develop these styles.
- Engage in self-reflection on their own teaching practices by analysing the outcome of the assessment.

Effective assessment requires parents to:

- Monitor evidence of their wards' learning.
- Encourage their wards to treat the assessment feedback constructively.
- Provide appropriate support to their wards.

Effective assessment requires administration to:

- Support teachers in maintaining assessment records and in developing new assessment strategies.
- Schedule time for teachers to plan and reflect.
- Provide training on data analysis and use.
- Use student achievement data to set school-wide, departmental, and individual goals.
- Maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and on-going manner as well as at formal reporting times.
- Evaluate each teacher's effectiveness and use this data for teachers' appraisals.

FORMS OF ASSESSMENT

Assessment at Dr. Pillai Global Academy is a continuous process consisting of:

- Formative assessment.
- Summative assessment.

FORMATIVE ASSESSMENT:

"Formative assessment is a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning, to improve students' achievement of intended instructional outcomes."¹

Formative assessment strategies provide a balanced view of the student which helps teachers to:

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

Given below are the various forms of formative assessment, which are conducted regularly at all levels. These tests are based on the needs of the student and held at the discretion of the teacher to assess the development of learner profile attributes. Records are maintained and used as backup data to support the suggested improvement plans.

- **Observations:** All students are observed regularly with a focus on the individual, the group and the whole class; on punctuality, interest, attentiveness, class participation, etc.
- **Level of students' work or performance:** These will include performance in class tests, report writing, written essays, home-assignments, aural/oral assignments, presentations etc.
- **Inter-disciplinary skills:** (research, thinking, communication, self-management) These skills are regularly observed in real contexts through project work.

¹ McManus, S. (2006). "Attributes of Effective Formative Assessment." Accessed March 20, 2009 from The Council of Chief State School Officers website.

Website: <http://www.ncpublicschools.org/docs/accountability/educators/fastattributes04081.pdf>

- **Open-ended questions:** Students are presented with a challenge and asked to provide an original response in classroom discussions.
- **Tests/quizzes:** These provide a quick view of a specific area of knowledge that the student is expected to acquire.
- **Portfolios:** Students are expected to maintain a file consisting of records of special work produced by them during each session and reflections on what he/she has achieved.

SUMMATIVE ASSESSMENT:

Summative assessments are carried out to evaluate:

- Student learning
- Skill acquisition
- The degree of mastery of content
- The effectiveness of the instructional practice
- The changes (if any) in teaching methodology

Summative assessment is also used to provide a clear feedback to:

- Students to improve performance based on the feedback
- Parents on the progress of their ward
- Teachers to assess and improve instructional practices

Students and parents are made aware of the assessment criteria by:

- IB Academic Handbook
- Teachers' direct instructions
- Informational meetings with the IB Diploma Program Coordinator
- Parent Teachers' Meetings / Open House

ASSESSMENT PRACTICES AT DR. PILLAI GLOBAL ACADEMY, NEW PANVEL:

Early Years: (Early Years Lower and Early Years Middle)

In the first two years of formal schooling, no formal assessments are carried out. Teachers prepare detailed reports based only on observations.

Observations: All students are observed regularly with a focus on:

- Interest and attentiveness
- Class participation
- Interaction with peers and adults
- Completion of class work
- Self-motivated work
- Aural–oral skills
- Numerical skills
- Motor skills
- Physical activities

Monthly meetings are held with parents of Early Years to keep them updated on their child's progress.

Cambridge Primary Programme: (Early Years Upper to Grade 5)

Formative assessments are a continuous process. These are based on:

- Class tests/ project work and quizzes
- Class participation and attentiveness
- Individual and collaborative work
- Aural/oral/role play assignments in the languages
- Laboratory observations in the sciences
- Skills in acquisition of technology (ICT)

Summative assessments are based on:

The students are graded according to the following criteria –

- Reading
- Writing
- Speaking
- Listening
- Projects
- Activities
- Worksheet
- Understanding
- Knowledge
- Application
- Reasoning
- Concept development
- Scientific enquiry
- Theory and Practical

A summary of the course expectations and grading scheme, prepared by the teachers in consultation with the Principal, Section Heads and Heads of Departments are shared with the students and parents at the beginning of each academic year. The school has customized software that helps teachers in the preparation of these assessment records.

Cambridge Secondary and Higher Secondary (Checkpoint, IGCSE and A Levels):

Assessment criteria:

- Level of students' work or performance
- Inter-disciplinary skills
- Open-ended questions
- Tests/quizzes
- Portfolios

Project work: A research-based project is required

Formative assessments are carried out with a focus on:

- Discipline
- Behaviour
- Attitude
- Academics

A summary of the course expectations and grading scheme, prepared by the teachers in consultation with the Principal, IB and CAIE Coordinators, Heads of Department and Section Heads, are shared with the students and parents at the beginning of each academic year.

Board exams are conducted at the end of the 11th and 12th as per the CAIE guidelines.

International Baccalaureate Diploma Programme:

Formative assessments and summative assessments are carried out on the basis of the criteria laid down by the IB Assessment Principles and Practices.

Formative assessments are conducted for the assessment of various skills such as:

- Research skills
- Communication skills
- Thinking skills
- Social skills
- Self-management skills

The weightage of the formative and summative assessments is shown below:

Concurrent Assessment			Term Exam	Total
40%				
Progression Test	Class tests/ project	Home Work	60%	100%
20%	10%	10%		

Board bound students: Fewer tests are conducted to facilitate the IB students to complete their portfolios in various subjects along with Extended Essay and TOK essay in a timely manner in the second year. There is one progression test in the first term, followed by two Mock examinations in place of term exams, first being in January and second in March as decided by teachers in the IB meeting, based on the assessment criteria pertaining to each subject. This arrangement is done to facilitate students to work on their submissions, without break in between and to meet their deadlines smoothly by the end of December.

Students' performance in formative and summative assessments is communicated to parents periodically.

ASSESSMENT SCHEDULES FOR DP STUDENTS:

Internal Assessment

Internal Assessment allows some of the students' assessments to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the students' overall IB score.

Sample of the teacher-marked work is sent to IB moderator who then evaluates the teacher's application of the grading rubrics.

The internal calendar of the school with assessment dates are also shared with students and parents in the school diary of the academic year. However, the final dates for the completion of internal assessments which is governed by the Dr. Pillai Global Academy Internal Calendar is published in the IB Academic handbook, the details of which are prepared jointly and approved by all teachers before they are communicated to the students. It is designed to spread out the workload of the IB Diploma programme over two years and provide a timeline for students to follow. Teachers are required to submit Internal Assessment scores to the IB Diploma Programme Coordinator in a timely manner.

ACADEMIC HONESTY AND ASSESSMENT

Dr. Pillai Global Academy believes in high standards in the implementation of its Academic Honesty Policy and expects every stakeholder to adhere strictly to the code of conduct laid down by the Academic Honesty Policy. The role of supervisor is critical in declaring the student's internal work authentic before it is sent to IBO for its final moderation of marking. Appropriate citations and referencing play a vital role in every academic writing. A plagiarism detection software, 'turnitin' is in use to detect the level of academic honesty in each academic writing of IB students.

ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATION NEEDS

There is always a possibility that students with varying degrees of learning difficulties enroll for a course. Hence, it is important that provisions are made for their assessment. In such cases, help would be sought from special educators if needed.

The following would be done to accommodate a candidate with special assessment needs:

- Consultation with teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- The required documents are sent to the IBO to avail of the eligible concessions.
- On the basis of the recommendations of the IBO, additional time may be authorised for:
 - Written examinations (internal examinations)
 - Certain activities such as lab investigations connected to internal assessment according to the candidate's needs.
 - Assignments during the two-year programme (for example, the Extended Essay, the theory of knowledge (TOK) essay, etc.)
- Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBO guidelines.
- Provision of pursuing the certificate course which has an option for studying fewer subjects.

FORMAL REPORTING:

A formal assessment report with appropriate feedback is given after each progression test and term/mock examination. This is done during the open house held on a day fixed by the school and communicated well in advance to parents. Parents make use of this day to interact personally with teachers of the subjects and the IB Coordinator to get a detailed, qualitative feedback with constructive suggestions for improving the performance of their ward.

GRADE DESCRIPTORS FOR IB AT DR. PILLAI GLOBAL ACADEMY

Progression Test results are based on marks obtained out of 30 and Semester Examination results are based on marks obtained out of total marks as laid in the assessment criteria for each subject.

Thereafter these are converted into 1-7 scale as follows:

MARK BAND (%)	GRADE	DESCRIPTION
90-100	7	Excellent performance
75-89	6	Very good performance
60-74	5	Good performance
45-59	4	Satisfactory performance
30-44	3	Mediocre performance
15-29	2	Poor performance
0-14	1	Very poor performance

At the end of each semester, students are issued a numeric grade from 1 to 7 for each subject entered. The assessment grade so provided corresponds to the following IB Diploma grading system.

(The tougher mark band has been adopted so that the student performs better in the board examination.)

7 - Excellent performance: Thorough understanding of the concept, knowledge and skills, ability to apply them faultlessly, demonstrate originality, evidence of analysis, synthesis and evaluation where appropriate and produces work of high quality.

6 - Very good performance: Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis and evaluation where appropriate.

5 - Good performance: A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.

4 - Satisfactory performance: A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

3 - Mediocre performance: Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support.

2 - Poor performance: Very limited achievement of all the objectives. The student has difficulty in understanding the concept, knowledge and skills, and is unable to apply them fully in normal situations, even with support.

1 – Very poor performance: Rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

REPORTING ON CORE COMPONENTS OF THE IBDP

CAS ASSESSMENT

Students as well as parents receive regular feedback from the CAS portal (Google Drive) on which the student uploads evidence of his/her achievements, tasks accomplished, learning outcomes, own reflections, etc. from time to time. It is on the basis of this and upon verification of the claims of the work done, that a student receives a clearance for fulfilling his/her CAS hours without which the candidate is deprived from the award of a Diploma,

EXTENDED ESSAY AND TOK

On open days after the examinations, parents are given updates on whether the student is meeting the course requirements in the IB core components (Extended essay, TOK and CAS)

The Extended Essay and TOK are essentially assessed externally by the IB for all IB Diploma students. The details for award of grades in both are explained in the IB Academic Handbook.

GRADE DESCRIPTORS FOR PRIMARY, SECONDARY AND HIGHER SECONDARY OF CAMBRIDGE PROGRAMME AT DR. PILLAI GLOBAL ACADEMY

GRADE BOUNDARIES

NO.	MARKS BAND	GRADE	DESCRIPTION
1	91-100	A*	Outstanding
2	80-90	A	Excellent
3	70-79	B	Very Good
4	60-69	C	Good
5	50-59	D	Satisfactory
6	40-49	E	Poor
7	30-39	F	Very Poor

EXTERNAL ASSESSMENT

At Dr. Pillai Global Academy, students take the March Examination Session conducted by CAIE.

APPENDIX A

FORMATIVE ASSESSMENT RUBRIC ON ACADEMICS, ATTITUDE & BEHAVIOUR AND DISCIPLINE

Academics	Always	Often	Sometimes	Seldom
Submitting assignments/homework <ul style="list-style-type: none"> • On Time • Correctly • Neatly 				
Being prepared for class				
Completing assigned preparation work (reading, brainstorming, etc.)				
Taking notes in class when appropriate				
Volunteers ideas during class discussion				
Demonstrates excellent listening skills				
Accomplishes the class work in time				
Attitude and Behavior	Always	Often	Sometimes	Seldom
Redoing work when inappropriate				
Seeking teachers' help when appropriate				
Rendering help				
Seeking opportunities to pursue learning outside classroom				
Completing peer and self-assessment accurately				
Shows leadership by example				
Positive body language				
Shows interest in class				
Shows respect to other classmates				
Demonstrates academic honesty, including appropriate citations				
Adjustment with peers				
Discipline	Always	Often	Sometimes	Seldom
Punctual				
Regular				
Attentive in class				
Intimating teacher in advance of absences or after returning to school				
Follows the school dress code				
Respect towards staffs				
Care for school resources and environment				

Always - 4

Often - 3

Sometimes - 2

Seldom - 1

Note: Based on the total score a student obtains, effort grades will be given as mentioned below:

Mark Band	Grade
91-100	A
81-90	B
71-80	C
61-70	D
51-60	E
41-50	F
25-40	U

The above mentioned evaluation of the student in the formative assessment is reflected as an effort grade in the 'report card'.

APPENDIX B

HOMEWORK POLICY

Dr. Pillai Global Academy, New Panvel believes that homework is an integral part of the learning process and gives emphasis on 'Home-School connections' for the academic excellence of students. It is to provide opportunities for review, reinforcement, self-study, enrichment, preparation, consolidation and practice. It keeps students engaged, motivated and contributes to student learning.

Homework planning is a well-coordinated activity among subject teachers to ensure appropriate age/grade level quantum of homework allotment on a regular basis.

Homework policy of Dr. Pillai Global Academy requires homework completion in a timely manner by the students. The homework assignments make up a certain percentage of the overall grade.

Parental support

The role of the parents is to guide and assist the students in understanding assignments, to contribute resources, and to encourage the students to complete homework independently. Parents are expected to "help with" not "do" homework assignments and also to give constructive feedback, sticking to the recommended timings as communicated in the student diary.

Make up work

Students are encouraged to be regular. However, under unavoidable circumstances, a reasonable opportunity is given to complete missed assignments and homework.

Consequences of late/ non-submission of homework

No points will be given for late homework. One or two missing assignments will not adversely impact a student's grade, but constantly missing assignments will result in lower grades. Parent will also be informed if homework is constantly late.

APPENDIX C

PASSING REGULATIONS FOR IB DIPLOMA

- Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.
- All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma.
- If a diploma candidate is awarded a grade E for TOK or a grade E for the extended essay, the candidate must achieve 28 points or more to be eligible for the diploma. However, if a candidate is awarded an E for both TOK and the extended essay requirement, the candidate will not qualify for the diploma regardless of the total number of points achieved.

However, the student is **not awarded** the diploma under the following conditions.

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

Students who fail to satisfy the requirements of the Diploma are awarded a certificate in each of the relevant subjects for which they obtain a pass level.

IB DIPLOMA PROGRAM ASSESSMENT POLICY

- All assessment in the Diploma Program subjects should relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international mindedness, the breadth and depth of the IB curriculum. The same assessment methodology should apply to related subjects but the substantial difference in the nature of higher level and standard level in a subject should be clearly visible in their respective assessment models.
- Diploma Program assessment and grading procedures should ensure parity of treatment for all candidates. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias.
- All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed. This is to be revised based on the criteria set up by IBO with curriculum changes in each subject from time to time which is to be updated separately in the IB Academic handbook distributed to students.
- The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator.

- Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination. Internal assessment should not be used as a tool for monitoring syllabus coverage, but should be focused on assessing student learning of particular skills. Wherever necessary, breadth of syllabus coverage should be assessed within external examinations.
- Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject. Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.
- For internal assessment marks to make a reliable contribution to a candidate’s subject grade, the work that contributes at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation.
- Where different internally assessed tasks are carried out over a prolonged period within a Diploma Program course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus, the final internal assessment mark should reflect a student’s best level of performance during the course and not be merely an average of performance over the whole course.
- Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources, and the permitted amount of redrafting of work, must be fully described.
- The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task.

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