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**SREENIDHI**  
EDUCATIONAL GROUP



**SREENIDHI**  
INTERNATIONAL SCHOOL  
KINDLE THE LIGHT WITHIN



## ASSESSMENT POLICY

Approved By: **Sreenidhi Board of Directors**

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## **I SREENIDHI MISSION STATEMENT:**

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

### **IB Mission Statement:**

The IB aims to develop inquiring, knowledgeable, 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.

## **II GENERAL ASSESSMENT PRINCIPLES AT SREENIDHI**

### **Assessment Philosophy:**

Assessment is integral to planning, teaching and learning. It is an on-going process that brings forth evidence of learning progress and provides feedback both to learners to direct further learning and to teachers to inform instructional strategies. The focus of assessment is to gather and analyze evidence to determine each student's learning needs. Teachers and students have the opportunity to collaborate in the design of assessment tasks.

### **Essential Assessment Agreements at Sreenidhi:**

- Faculty and PLT participated in the process to review the Sreenidhi Assessment Policy.
- The Assessment Policy is a working document for faculty and Pedagogical Leadership Team (PLT) to connect the Sreenidhi Mission with assessment practices.
- The Assessment Policy is reviewed by faculty every two years, but remains open for modification by pedagogical leaders as required.
- Modifications are shared with all stakeholders.
- Assessment is an integral part of planning for current and future teaching and learning.

## **III PRIMARY YEARS PROGRAMME**

Assessment is integral to the central PYP objective of thoughtfully and effectively guiding children through the four essential elements of learning: understanding of concepts, acquisition of knowledge, mastery of skills, and the decision to take responsible action.

### **Why do we assess?**

Assessment is an integral part of planning, teaching and learning. We assess:

- To extend student learning
- To provide information about student learning
- To assist in the evaluation of the programme
- To identify what and how the student is learning
- To build a clear picture of the student
- To identify individual and group needs
- To help teachers review their own teaching and learning process

### **What do we assess?**

We assess the four essential elements of learning and attributes of the IB Learner Profile.

### **How is it that we assess? We**

- Collect evidence of student understanding
- Engage students in reflecting on their learning
- Develop rubrics of assessment in collaboration with students
- Use self-assessment and peer assessment
- Identify exemplars
- Keep records of student tasks

**Reports:** The Sreenidhi report is clear, understandable and reflects evidence collected and teachers' observations. All teachers involved in the learning and teaching process participated in reviewing and revising this Policy. Reports are made available to parents mid-year and end-of-year, by posting on ManageBac for viewing, downloading or printing.

**Portfolios:** As collections of student work, reflections and assessments specific to the subject, these are tools for self-management, goal-setting and celebration. The Portfolio is made available for parent-teacher meetings and student-led conferences.

**PYP Exhibition:** PYP5 students undertake this extended, in-depth, collaborative project.

## **IV MIDDLE YEARS PROGRAMME**

### **Assessment of learning (Summative Assessment):**

In MYP, the Statement of Inquiry drives the summative task. These tasks are generally open-ended, presenting a stimulus for students to communicate original responses. Summative tasks will be assessed, based on published MYP subject criteria.

### **Assessment for learning (Formative Assessment):**

Formative assessments take place throughout the course of study, providing opportunities for the teacher to provide actionable feedback to the student. By identifying strengths and shortcomings, the student can direct further learning to areas that require more focus, and the teacher can recognize where students are struggling to inform instructional strategies.

A teacher may choose to mark formative assessments, based on one or more of the MYP criteria, or provide informal feedback to students through verbal or written comments. Assessment tasks may be assessed through self or peer assessment, when appropriate.

### **Assessment as Learning (Complementary Assessment):**

Assessment tasks, which require students to apply their new learning and understanding to authentic real-world situations to create, innovate or originate a solution, allow teachers to assess the application of student learning and understanding in unfamiliar situations.

This is the preferred Assessment task, as it requires students to use higher order thinking skills, to transfer knowledge, skills and concepts, to demonstrate critical and creative thinking skills, and to connect new learning to their own lives. Rather than requiring memorization of facts, students can work on Assessment for Learning tasks over a period of time, utilizing whatever resources are needed and working in collaboration with others.

**How we mark:**

When using criterion-related assessment, student responses are aligned with the level at which the majority of descriptors correspond to the student's work. If student responses fall between two levels to only partially fulfil requirements of the higher descriptor, teachers review both descriptors to choose the one that is the 'best fit' description of the work.

**Determining final grade:**

The progress level for each MYP subject objective reflects the teacher's best judgment of the student's summative achievement, after taking into account the following:

- Patterns in the data, such as the student's increasing level of performance
- An anomalous or unexpected achievement level
- Other influencing factors

At least two assessments for each of four criteria must be given per term in each subject. MYP4 and MYP5 portfolio-based subjects are exempt from this requirement. Final grades are determined by comparing the total of four criteria against published grade boundaries.

**Academic Misconduct:**

Please see the Sreenidhi Academic Honesty Policy.

**Recording and tracking:**

Sreenidhi teachers use ManageBac to keep a record of assessment data to:

- Monitor student learning progress to ensure the curriculum provides progression and continuity through the programme of study
- Generate statistics to evaluate and modify teachers' planning and instructional methods
- Provide actionable feedback to students to identify their strengths and shortcomings as areas for future focus
- Serve as evidence for discussions with parents about the student's learning progress.

**Submission of Student Work**

**Time, Procedure, Penalties:**

Assigned tasks are expected to be submitted on or before the due date and time specified on the ManageBac calendar and the associated task sheet.

Work must be submitted on ManageBac or submitted to the subject teacher upon request. It is the student's responsibility to ensure the teacher has received the work in a format that is accessible to the teacher.

**Non-submission of work:**

For work that is not submitted by the due date, the following consequences may apply:

- Extension of the deadline upon a student providing to the teacher an acceptable reason for late submission with a plan for submitting the work at a later date or time
- Scheduling of a support session after-school to complete the task
- Email sent to parents
- Award of a zero '0' grade
- Award of 'NA' for excused non-submission, due to ill health or prior approval of

absence

- Parents requested to attend a meeting to discuss habitual non-submission of work.

A teacher is expected to notify the Homeroom Tutor first followed by the MYP Coordinator, if concerned about a student's habitual non-submission of work, or a situation that is not covered in this process. In the case of habitual late submission of work, the subject teacher, Homeroom Tutor or the MYP Coordinator may request a meeting to discuss the situation with the parents and student to reach an agreement for future submission of work.

### **Non-submission of work due to absence:**

For planned absences, work must be submitted before a student departs. For unplanned absences, work must be submitted the day a student returns to school. If a student fails to meet these expectations and work is not submitted within 3 days after returning to school, or by the extended due date, a grade of zero '0' will be awarded. In case of an extended period of illness or late entry into a course, non-submission of work will be noted as 'N/A'.

The subject teacher will email the parents when the student:

- Fails to meet a deadline for a summative assessment
- Earns a grade of '1' or '2' on a summative assessment
- Fails to meet three submission deadlines for formative tasks
- Falls substantially behind expectations for portfolio or process-based subjects.

### **Non-submission of in-class tasks:**

If a student is absent from school on the day a formative assessment task is completed, it is the student's responsibility to email the teacher before returning to school to schedule a time to complete the missed task. Failure to follow this procedure may result in the student receiving a '0' for the missed task. For a closed-book assessment task, the teacher will be required to create a new task for the student to complete to validate the grade awarded.

### **Grade below '3' awarded or non-submission of formative tasks:**

When a grade of '1' or '2' is awarded for a summative task or when a formative task is not submitted, the student will be provided with support with:

- Scheduling of an after-school support session
- Further opportunity to demonstrate their learning at or after the support session, in which case the grade awarded may be revised
- Feedback provided if the student initially fails to attend the scheduled support session
- Parents requested to meet with the teacher, homeroom tutor and/or myp coordinator.

### **Due Date extensions:**

A student may apply for an extension of the due date through the subject teacher **prior** to the deadline. The student must give a valid reason for seeking an extension. If approved by the teacher, a new date and time will be set for submission of the work.

### **MYP E-assessments:**

In MYP5, students may register to take MYP eAssessments to earn the MYP Certificate. Students must meet all IB requirements to qualify to be awarded the MYP Certificate. For subject e-Assessments or e-Portfolios that receive a final grade of less than '3', students will have the opportunity to retake a subject e-Assessment in the next exam session or

complete an e-Portfolio in the following academic Term to earn the MYP Certificate.

### **Access arrangements**

Students who are determined to require access arrangements are identified in MYP 4 by the SEN coordinator. Through consultation and collaboration with the parents, these students are required to provide an educational Psychologist Report. In MYP 5 an application for access arrangements is made based on the SEN Coordinator

recommendations as interpreted from the Psychologist report.

These arrangements may include but are not limited to:

- Extra time
- Provision of a Reader
- Provision of a scribe
- Working in a separate room

### **IB assessment and grading for MYP5 candidates:**

MYP5 students register as candidates for on-screen e-Assessments in English, Integrated Humanities, Mathematics Standard or Extended, Interdisciplinary Studies and Integrated Sciences or two or more of Biology, Chemistry, Physics. Only the highest grade from these three sciences will count toward the MYP Certificate score. MYP5 students also register to complete e-Portfolios for the Personal Project, a Language Acquisition subject, and one of Design, Drama, Visual Arts or Physical Education, with e-Portfolios internally-assessed and moderated, with a sample randomly chosen and externally graded by IB Examiners.

Performance in e-Assessments is graded on a 1 (minimum) to 7 (maximum) point scale. Service as Action, a non-graded MYP5 mandatory programme component, requires students to satisfy the school's expectations for service-oriented activities.

Summative assessments and mock exams that are set and marked by teachers do not contribute to MYP5 Course Results or final grades for the MYP Certificate, except for externally-marked e-Portfolio pieces for Language Acquisition and the student's choice of Design, Drama, Visual Arts or PE.

### **MYP Certificate Candidates:**

The MYP Certificate is awarded to MYP5 students who:

- Earn a grade of '3' or higher in their 3 e-Portfolio and 5 e-Assessment subjects
- Achieve a minimum total of 28 of 56 possible marks in 8 e-Assessments
- Satisfy their Service as Action requirements as published by IB.

### **MYP Course Candidates:**

MYP5 students, who do not achieve the level of learning to meet requirements to earn the MYP Certificate, may register for some e-Assessments, but must complete the Personal Project and Service as Action. These students are referred to as MYP Course Candidates.

MYP Course Candidates will receive Course Results of their final grades. Regulations and procedures that apply to MYP Certificate candidates also apply to Course Candidates for all registered e-Portfolio and e-Assessment subjects, which cannot subsequently be applied to earn the MYP Certificate.

### **MYP ANNEX A**

### **Internal Standardization:**

This process involves teachers collaborating digitally to come to a common understanding of criteria and achievement levels, and how they are to be applied. This process increases the reliability of teachers' judgments. Regular Standardization practices build consistency and common understanding about student achievement with respect to MYP objectives.

Teachers are expected to engage in the process of Internal Standardization after each summative assessment or at least once each Term for their subject across the grade level. Teachers then complete the "MYP Standardization sheet" as evidence of this process.

**Step 1:** The statement of inquiry, summative assessment task and a broad sample of **anonymized** student work (high, middle, low) is shared with teachers involved in the standardization process.

**Step 2:** Each teacher independently grades each piece of work, indicating levels for each assessed strand and a final level for each criterion.

**Step 3:** Teachers share grades awarded by entering on the "[MYP standardization sheet](#)".

**Step 4:** Teachers discuss their grading to arrive at consensus on the final grade for each piece of work.

**Step 5:** Teachers note their new learning and make adjustments for grading, teaching and design of the task at the bottom of the "[MYP standardization sheet](#)".

**Step 6:** The "[MYP standardization sheet](#)", saved in PDF format, is uploaded to Managbac as a teacher resource for the unit.

## **V DIPLOMA PROGRAMME**

The DP uses criterion-related assessment which:

- Supports philosophical goals for DP through encouragement of good classroom practice and appropriate student learning.
- Reflects international mindedness, avoids cultural bias and makes appropriate allowance for students working in their second language.
- Promotes higher-order cognitive, fundamental skills.
- Includes a suitable range of tasks to ensure all objectives have been achieved.

This fosters development of inquiring, knowledgeable and caring students who become active, compassionate lifelong learners. Students actively engage and take responsibility for their own learning, enhancing their understanding and skills through inquiry.

### **Summative Assessment:**

Summative Assessments includes highly formalized assessments, such as written tests or substantial open-ended tasks. A range of tasks to measure student learning performance is translated to final subject grades on a scale of 1 (minimum) to 7 (maximum) according to official IB grade descriptors, with standards in generic form published after each DP examination session and reinforced by written exemplars. Marking and grading decisions are based on judgment of student performance against expected standards.

### **Types of Assessment:**

#### **(a) Formative School-Based Assessment for Learning:**

Formative assessment for learning encourages constructive student involvement with self or peer assessment to identify strengths and challenges that direct further learning.

- Involves class participation



- Encourages good classroom practices as per essential agreements
- Inquiry and communication
- Collaborative learning
- Scaffolding student learning

All formative assessments are supported by reflection and feedback.

**(b) Summative School-based Assessment of Learning:**

Summative assessment of learning is criterion-referenced and based on subject-specific objectives. For group 1 to 5 subjects, summative assessment tasks, conducted each term, are comprised of the following elements:

- End-of-Term Mock Exams in Terms 1 through 3 comprising 40% of the Term's final grade
- End-of-Unit culminating task or test of the course's criteria, aligned with the unit planner assessment objectives and internally assessed components of IB assessment
- Mini Internal Assessment or Project Work comprising 20%, designed to assess students' ATL skills, and aligned with the internally-assessed components of IB assessment
- Remaining 40% comprising group presentations, video, products, performances, artwork, written essay, commentary, lab report, comparative analysis, critical evaluation, portfolios, student reflections, class debate, class discussions

For group 6 subjects, summative assessment tasks conducted each term include:

**Research Portfolio** - comprising 35% evaluates student research, artwork, theatre pieces

**Process Journal** - comprising 35% to explore subject-related ideas/ activities throughout the course, aligned with externally-assessed components of IB assessment

**Presentation** - tallies 30% that is collaborative in nature, aligned with externally-assessed components of IB assessment

Summative tasks are based on the following parameters defined in DP assessment policy, stated under (appendix B of *IB Diploma Programme assessment: principles and practice*).

- Full range of assessment techniques should be used that reflect the international breadth of the IB; with the same assessment methodology applying to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.
- No individual assessment component should normally be worth less than 20% or more than 50% of overall assessment, and internally-assessed components should in total contribute no more than 50% of 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.
- Internal Assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers and unit tests. Internal assessment should not be treated as another means for students 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 examinations.
- Internal assessment should not be used as a tool for monitoring syllabus coverage but should be focused on assessing particular skills of students. Where necessary, breadth of syllabus coverage should be assessed within external examinations.
- Where different internally assessed tasks are carried out over a prolonged period within a DP 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.

- Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.
- 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.

## VI THE DP CORE

### ➤ *Theory of Knowledge (TOK)*

There are no school-based summative assessments in TOK and instead, we use meaningful formative assessments to guide the students towards the final IB TOK assessments. Formative assessments are evaluated against the TOK rubrics as prepared by IB to allow students to be thorough with the assessment rubric and clear about IB expectations.

The final IB summative assessment in TOK:

#### **a) Knowledge Presentation: 33 %**

Demonstrates the students' understanding of knowledge at work in the world and is, in a sense, an extensive critical reflection on real-life situations through individual/group presentations. This is in alignment with the IB assessment of TOK presentations.

#### **b) Knowledge Essay: 67 %**

Requires students to demonstrate their critical thinking skills in the discussion of knowledge issues that is primarily conceptual in nature in the form of mini-essays. This is in alignment with the IB formal assessment of the TOK essay on a prescribed title.

#### **Extended Essay (EE)**

There is no school-based assessment for the Extended Essay. EE is submitted by the candidate to the IB as per the rules of IB formal assessment. The respective supervisors shall internally assess the students' final EE submission, as per IB criteria, and the same shall be considered while calculating Predicted Grades.

#### **Creativity, Action, Service (CAS)**

Student progress in CAS is monitored based on:

- CAS interviews
- Balance in creativity, activity and service activities
- Consistency in student effort and work
- Reflections and evidences posted by the student
- Learning outcomes achieved by the end of the third term
- Involvement in a long-term project requiring substantial planning and delivery

Given the above, students are flagged as excellent (E), on track (O), concern (C) on Term reports.

### **Conversion of marks to grades**

For groups 1 to 6 subjects marks are converted to grades of 1 (minimum) to 7 (maximum), depending on the grade descriptors given in respective subject guides. The process of finalization of grade boundaries is overseen by the Diploma Programme Coordinator.

### **Recording and Reporting of DP Assessment**

Sreenidhi uses Managebac as its student management system to record and report assessment in the Diploma Programme. All formative and summative assessments are recorded and reported to students and parents, as well as relevant stakeholders through Managebac.

#### **Formative Assessment**

Recording of formative assessments includes the design of the task, submission date, expected outcomes, and associated rubrics.

#### **Summative Assessment (Groups 1 to 6)**

Recording of summative assessments includes the design of the task, submission date, materials required and rubrics for assessment. The rubrics for assessment should clearly outline the criteria for assessment and respective grade boundaries for the task. For summative tasks, marks shall be entered in Managebac, along with feedback within a maximum of 7 days after submission.

### **Core Components**

#### **TOK**

TOK assessment records of school-based formative assessment tasks are planned and uploaded in Managebac. Whenever applicable the assessment rubrics for TOK presentation/exhibition and TOK essay are followed. All formative assessments are guiding students meaningfully towards their final TOK assessment allowing them sufficient practice to excel in the final assessment. Minimum 1 formative assessment per unit should be planned and uploaded in Managebac. All documents relating to the final submission of IB formal assessment components are uploaded on Managebac as well as in the designated shared folder on Google drive for internal purposes.

#### **Extended Essay**

Details of all meetings for each student and the supervisor are recorded through the EE Reflections on Planning and Progress Form in Managebac. Details of student progress regarding the EE are recorded on Managebac as well. Reflections on Planning and Progress Form is to be duly completed by the student and supervisor, and submitted to the Diploma Programme Coordinator.

#### **CAS**

CAS records that are maintained in Managebac include reflections of students, details of interviews with CAS advisors, meeting logs, learning outcomes and progress descriptors. For all CAS experiences and projects, the advisor's comments on the status of work completion, balance of creativity, activity and service, involvement in projects, and status of learning outcomes achieved, are updated periodically on Managebac. Student progress in CAS is continuously monitored through the CAS completion status which is flagged as excellent (E), on track (O), concern (C), as is the case, and recorded on Term reports.

#### **Calculation of Anticipated Grades**

The predicted grade in each subject is calculated following a best-fit approach. The respective subject teachers verify the academic record of the candidate for all three terms before issuing the anticipated grade. It is not merely an average of the student's term grades. Teachers must ensure that consistency between the anticipated grade, final predicted grade and actual grades secured by the candidate in school-based

assessments, as evidenced on ManageBac. Anticipated grades are submitted by subject teachers to the Diploma Coordinator by November in DP2. These grades are then reviewed by the Diploma Coordinator and the Head of School. This review process must be completed by the second week of November.

### **Alleged malpractice in assessment tasks**

Please refer to the Academic Honesty Policy.

### **Award of the IB Diploma**

Below are the failing conditions for the IB Diploma Programme:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for Theory of Knowledge, Extended Essay or a contributing subject.
4. A grade E has been awarded for one or both of Theory of Knowledge or Extended Essay.
5. A grade of 1 has been awarded in a subject.
6. A grade of 2 has been awarded three or more times (HL or SL).
7. A grade of 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).

