



# Assessment Policy

### 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 across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (International Baccalaureate Organization, 2014)

### Children's Academy Group of Schools Mission and Vision

Children's Academy Group of Schools aims at providing a progressive learning environment that leads to joyful learning along with holistic development. Our primary endeavour is to create passionate students who are lifelong learners, capable of accepting the dynamic challenges of the new world order.

We aim to provide quality education which is rooted in tradition while remaining futuristic in vision. (Children's Academy Group of Schools, n.d.)

### IB Learner Profile

As per the IB Programme Standards and Practices, (International Baccalaureate Organization, 2014), the IB aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled



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- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### **PHILOSOPHY**

The assessment policy of Children's Academy International School is aligned with the IB philosophy which believes in developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Children's Academy International School aims at providing a progressive learning environment that leads to joyful learning along with holistic development. Our primary endeavour is to create passionate students who are lifelong learners, capable of accepting the dynamic challenges of the new world order. Children's Academy Group of Schools has a vision of providing quality education which is rooted in tradition while being futuristic in vision.

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

- T. Marchese, 1987

The basis of conducting any assessment is to provide periodic assessments which help provide feedback to students, teachers and parents. This helps improve student learning further. The focus of assessments is to help students develop their knowledge, skills and understanding. The teacher facilitator is able to ascertain student learning by comparing a student's progress vis-a-vis the learning outcome. The teacher can thereafter modify the teaching practices to cater to the needs of the students. Assessments are also significant as they help students prepare to meet the requirements of national and international curriculum.

### **Award of the Career-Related Programme**

As per the Career-related Programme, From principles into practice (International Baccalaureate Organization, 2015)



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"The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core."

### **FORMATIVE AND SUMMATIVE ASSESSMENTS**

- Formative Assessments are assessments for learning. Therefore, it is continuous evaluation and is diagnostic in nature.
- Summative Assessments on the other hand is assessment of learning. These assessments are conducted annually, semester wise or as per the IB norms.
- We believe that periodic assessments help the students, teachers and parents provide feedback which in turn helps a student improve further. The focus of assessments is to help students develop their knowledge, skills and understanding.
- Various types of assessments will be included as per the requirement of each subject. Some of these are self-assessment by students and peer assessments moderated by the teacher. Examples of formative that will be included are observations, graphic organisers and presentations. Performance based assessments, observations, unit tests and portfolios will help determine a student's progress.
- Formative assessments will take place in the classroom during regular teaching and learning periods throughout the school year. Teachers will strive to have at least 1 formative assessment per unit. Formative assessments will also act as a teaching-learning tool instead of just being a test of knowledge.
- Summative assessments will take place twice a year– once before the Diwali break and nearer to the end of the school year and whenever required post completion of units.



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### GRADING AND MARKING

It is important that the students understand the difference between marking and grading. Marking helps decide how much of a question has the students answered correctly. The marking will vary as per the requirement of a question.

On the other hand, grades help us decide how good is the performance of the students and should remain same for every examination, year and subject.\*

\* Assessment Principles and Practices 2018

### CRITERION DRIVEN VERSUS NORM DRIVEN ASSESSMENTS

The emphasis is on criterion based assessment which will assess the progress of a student rather than compare him/her with other(\*From Career-related Programme: From principles into practice)

We believe that students should take charge of their learning. The Inquiry based learning and discussions in classrooms will be so designed that students are motivated to explore, learn, and form opinions and conclusions based on their research. Therefore, the assessment policy will focus on an individual student's progress rather than comparing one student to another.

The internal moderation system will be so designed that it is aligned with the standards prescribed by IB. The teachers will collaborate to ensure a uniform understanding of assessments and the rubrics to award marks and the final marks that is allotted.

### DP SUBJECTS

Formative assessments will be conducted periodically to assess the progress of students.

DP Subjects

The assessments of DP subjects will be on the lines of IB formative and summative examinations to ensure students are well-prepared for their summative assessments. The subject work programme of each DP subject will contain details of assessments to be conducted.

**The Business Management HL** will include three papers and one research paper consisting of 1800 words. This research paper will be part of the internal assessment.



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**Economics HL** consists of 3 papers to be evaluated by IB and 3 commentaries of 800 words each for Internal Assessments.

**English B SL** will include 2 papers to be evaluated by IB and one as part of Internal Assessment.

### **CORE SUBJECTS**

The school will ensure that the Core Subjects are completed satisfactorily as per the IB guidelines. The school will determine the satisfactory completion of Core Subjects and report to the IB. The Reflective Project will be moderated before the final marks are uploaded on the IBIS.

### **REFLECTIVE PROJECT**

The assessments for the Reflective Project will be internal. However, the Reflective Project will be marked internally and moderated externally.

As per Career-related Programme: From principles into practice (International Baccalaureate Organization, 2015), schools use a number of practices and instruments to support the teaching and learning process. This can include but is not limited to:

- student self-evaluation supported by the teacher
- peer evaluation mediated by the teacher
- systematic use of detailed assessment criteria (rubrics, matrices)

Formative assessment can include journals, debates, summarizing, Q&A sessions, MCQs, Presentations, Self-evaluation, Peer Reviewed works, essays and other coursework comments.

### **Grades and Criterion of Reflective Project**

The maximum number of marks that can be awarded for the Reflective Project is 36. The grade boundaries for the same is as follows:

A grade 27 to 36 marks

B grade 23 to 26 marks

C grade 17 to 22 marks



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D grade 11 to 16 marks

E grade 0 to 10 marks

E grade will not be awarded CP

The criteria for the marks can be further broken down as follows:

**Criteria A would be Focus and Method. The marks for the same can be between 0 and 6 marks.**

**Criteria B would be Knowledge and Understanding. The marks for the same can be between 0 and 9 marks.**

**Criteria C would be Critical Thinking. The marks for the same can be between 0 and 12 marks.**

**Criteria D would be Communication. The marks for the same can be between 0 and 3 marks.**

**Criteria E would be Engagement and Reflection. The marks for the same can be between 0 and 6 marks. (International Baccalaureate Organization, 2015)**

### **LANGUAGE DEVELOPMENT**

IBCP students will have to maintain their Language Portfolio which will include their reflections. Apart from the main Language portfolio, periodic assessments will be conducted to evaluate their progress vis-à-vis at the beginning of the academic session.

### **SERVICE LEARNING PORTFOLIO**

In their Service Learning Portfolio, students will maintain a record of their visits, as well as their observations and reflections. This will also include the interviews that are to be conducted

### **PERSONAL AND PROFESSIONAL SKILLS**

The school will develop the topics as per the requirements and culture of the school. The assessments will include reflections, and observations that can be recorded in the form of blogs, vlogs, a short documentary, an interview among several other assessments. The school will ensure that each student completes the requirements of the subject satisfactorily.



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### Career Related Studies

WACP will be setting and correcting the summative papers. The school will provide the necessary facilities in the form of halls and invigilators for conducting the examination. The formative assessments will be conducted by the faculty. The formative assessments will be done unit wise and will include among others unit tests, MCQs, and report writing.

CRS will include internship programmes and guided learning.

Assessment allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in a variety of ways.

- WACP CRS has ongoing, continuous assessment and summative assessment, and students will receive Certification only after successful completion of the assignments & assessments.
- Continuous Assessment process will provide an understanding to the Facilitator the depth to which the student understands the theory.
- Students will encounter many different kinds of assessment methods, for example: written exams, written assignments, portfolios, project work, reports, individual or group oral presentations and practical skills assessment.
- The Assessments shall be divided into parts i.e. Formative Assessments including Assignment, Projects, Case Studies etc. which will be of 40 marks and the Summative Assessments which will be of 60 marks.
- Assessments will help in demonstration of the student's ability to synthesize classroom learning with real life scenarios of managing and running business.
- The CRS will be assessed summatively, end of year assessments will take place in Year 1 & Year 2. It will be externally moderated by WACP.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning. It can include students assessing themselves, peers, through writing, quizzes, projects, and more.

Summative assessments evaluate student learning, knowledge, proficiency after completion of the subject. Summative assessments are formally graded.

For successful completion of the CRS following are the requirements:



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- Achieve at least a minimum of 41% or above in end of year assessments in each course
- Internship portfolio submissions (including the written tasks & reflections)
- Submission of Capstone Project
- Students should not have received penalty for academic misconduct
- Completion of any other submissions/workshops/masterclass as suggested in the course.

### **MANAGEMENT OF ASSESSMENT MATERIALS AND PROCESSES**

The school is committed to safe and secure storage of examination papers and other testing material.

The papers will be stored in a locker earmarked for only this purpose. The access to the locker will be restricted and the log will be meticulously maintained.

The storage room will not be in the direct line of vision of students.

### **ASSESSMENT DATES**

Students will be informed well in advance about the dates of assessments. It is the responsibility of each student to ensure that the assessments is submitted on time. In case, a student is unable to submit the assessment on time, due permission for an extension has to be taken by the student. In case a student fails to inform, and misses an assignment, marks will be awarded based on his performance till that date.

The student and the parent will fill a request form for extension.

### **RECORDING AND REPORTING STUDENT ACHIEVEMENT**

Student will receive feedback on each school-based assignment.

The rubric will be shared along with the scores and feedback from teachers. Semester Reports will reflect the overall performance of a student in the DP subjects and DP Core subjects. The reports and scores of each student will be tracked to ensure student progress is recorded. At the end of the Career Related Programme, student will be awarded a report which will summarise their achievements in the DP subjects, satisfactory completion of



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Core Subjects and Reflective Project scores. Students can be awarded the final grades only if they have not received any penalty for academic misconduct.

### **HOME WORK**

Homework helps students revisit the topics discussed in class and study from their own perspective. It also gives students practice and scope to improve on their writing, speaking and listening skills. It also allows the parents to stay connected with their ward's learning and progress.

The school will assign homework to students as per the requirements of each subject. The work would be such that students will be engaged and at the same time not be overburdened. At the same time, self-study is an important part of a student's learning experience.

### **TRAINING OF NEW STAFF**

Apart from the induction programme for the new recruits, the IBCP Coordinator, the Head of School, and the faculty will conduct training to ensure that the new staff is well-versed with the assessment policy, and assessment practices.

### **INTERNAL STANDARDISATION**

To ensure that students are able to enjoy and gain admission in various institutions and universities in India and abroad, equivalent certification will be awarded to students. This will ensure that they are at par with students from other boards.

### **SHARING ASSESSMENT POLICY**

The assessment policy will be shared with students and the school community in general. The student hand book and the school website will include the assessment policy.



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### **ROLES AND RESPONSIBILITIES**

The IBCP Coordinator and the Head of School will be responsible for training new teachers, conducting assessments and the safe keeping of the assessments and records. They must timely uploading of required documents on IBIS.

### **INTERNAL MODERATION**

In order to ensure that the internal marks awarded to students is aligned with the IB standards, moderation will be done periodically. Student work will be moderated as per a schedule. The moderation will happen during the collaborative meetings for staff. This will be done for school based assessment and for internal assessments. The marks awarded for Reflective Project will also be moderated before they are shared with IB.

### **ASSESSMENT PRACTICES**

Students will be assessed periodically which will constitute the formative assessments. This will be as per the standards set by IB Standards and Practices for internal and external assessments

The Career Related Core subjects will be assessed internally. The Reflective Project will be marked internally and marks will be shared with IB for moderation. The school will ensure that students satisfactorily complete the courses for the award of career related programme.

The assessment for Diploma Programme courses will be as per the criteria set in the subject guides. For the DP courses written examinations will be held after completion of each course. Students will be assessed and graded by external IB examiners as per IB Standards. The marks range from 1(lowest) to 7(highest).

### **TIMELINE**

A timeline will be prepared which will provide details of meetings with students, submission of internal assessments by students, mark upload on IBIS.

The Career Related Subjects will be assessed by external authority recognized by IB. WACP will be the external authority.



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### **MANAGEMENT OF ASSESSMENT MATERIALS AND PROCESSES**

The safe storage room will be separate; away from the direct line of vision of students. The room will be accessible to the IBCP Coordinator and Head only. A proper log will also be maintained.

### **STANDARDISATION OF INTERNAL MARKS**

The school will ensure that the standards for assessments are in accordance with IB standards and are adhered to consistently. The meetings for standardization will be conducted at regular intervals. As per the 'IB assessment principles and practices: A guide to assessment for teachers and coordinators' document (International Baccalaureate Organization, n.d.) "Before any marking takes place, a standardization meeting is held where the principal examiner, with help from senior examiners, sets the standard of marking for the assessment."

The school will strive to ensure that students perform to the standards expected from various universities and educational institutions in India and abroad. Information regarding the basic grade requirements to seek admission in colleges will be shared with students.

### **Policy review section**

The Assessment Policy will be reviewed annually. The IB Coordinator, the Head of School, the faculty including the librarian will be part of the discussion. The students and the parents will be kept informed in case of any revision.



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