PYP ASSESSMENT POLICY

Version 1.0

May 2021

Next Review: Latest by 31 May 2022

TRADITIONAL VALUES MODERN OUTLOOK

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.

MIS Vision

To provide a platform to each girl to explore her latent talent in the desired field.

MIS Mission

Inspiring our girls to be fearless leaders and women of integrity by promoting a culture of enduring educational excellence, social, emotional, physical wellness in a caring, happy secure and spiritual environment enriched with the values of discipline, mutual care, respect and tolerance.

MIS Motto

Dhiyo Yonah Prachodayat

-Rig Veda 3.62,10

'WHO (यो) (we pray to) propel (प्रचोदयात्) our (नः) Intellect (धियो) on the Divine-righteous path to unfold spiritual potentiality & enlightenment.

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The IB learner profile is the IB mission statement translated into a set ofattributes demonstrated by an internationally minded person. The learner profile provides a long- term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose towards international- mindedness.

Caring – I show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference in the lives of others and our environment.

Balanced – I understand the importance of intellectual, physical and emotional balance to achieve personal well-being for others and myself.

Principled – I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. I take responsibility for my actions and the consequences that accompany them.

A Communicator – I understand and express ideas and information confidently and creatively in more than one language and in a variety of ways. I work effectively and willingly in collaboration with others.

A Thinker – I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

A Risk-Taker – I approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.

Knowledgeable – I explore concepts, ideas and issues that have local and global significance. In doing so, I acquire in-depth knowledge and develop understanding across a broad and balanced range ofsubject areas.

An Inquirer – I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning

Open-minded – I understand and appreciate my culture and will be open to the perspectives, values and traditions of other individuals and communities.

Reflective – I give thoughtful consideration to my learning and experiences. I assess and understand my strengths and limitations in order to support my learning and personal development.

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Assessment Philosophy

We believe that Assessment is critical and purposeful in evaluating, the understanding and the development of our students' knowledge at different stages in their learning process. When used effectively, both students and teachers are involved in identifying what students understand, know, can do, and where they are in their learning process. Everyone involved in the learning process (students, teachers, parents, administrators) must have a clear understanding of the reasons for assessment; what is being assessed, the criteria for success and the method by which the assessment is made, and that can be reflected through diagnostic, pre-assessment, formative, and summative components; and thus, assessment is ongoing, authentic, varied, and purposeful.

This ongoing process can be adapted and changed to provide engaging instruction that helps students and teachers reach their highest potential and achievement.

The Primary Year Programme being the foundational stone that sets the tone of the academic process for the entire learning community of MIS, we plan to lay utmost sensitivity, care, progressive outlook and innovative approach to frame our assessment philosophy. In this, our guiding principles in addition to the motto, mission and vision of MIS, has been the IB Assessment Policy for PYP.

The process of assessment is a continuous phenomenon in the primary classes wherein the object of assessment is based on three criteria:

- To understand the acquisition of subject specific knowledge and skill of the student
- To measure the conceptual understanding of the student
- To map the gradual development of the approaches to learning

Considering the above-mentioned criterion, the process of assessment is an essentially "integrated" one. In this integrated assessment philosophy, prominent role is played by all the direct stakeholders of the learning community: students, teachers, parents. The students exercise their agency and take ownership of their learning. They partner with their teachers to frame the learning goals and also to decide the aspects to differentiate a qualitative learning outcome. **Thus, the process of assessment at our PYP is for learning, of learning and learning in its own standing.**

As we strongly believe in student-teacher agency to foster learning, our PYP faculty members undergo continuous professional development sessions to be able to think beyond the horizon and be innovative and more and more resourceful to make assessment a joyful learning process.

Our parent body plays a crucial role in the integrated philosophy of PYP Assessment by being informed of the learning goals and learning progress of their wards. A continuous dialogue between the school and parents ensures that the insights shared by the parents become valuable inputs to the learning community.

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We design our assessment framework based on the two vital aspects:

- By identifying the desired knowledge, conceptual understanding and skills
- By identifying the soft skills which a learner gains through the process of exploration
- By ensuring to encourage enquiry-based learning
- By ensuring that assessment is a joyful learning experience

Synopsizing our assessment philosophy, we believe, our assessment framework is not only meant for the learners but for the entire learning community to understand the progression in learning approaches by monitoring, documenting, measuring and reporting the process of learning. Therefore, we call it to be a collaboration with the inclusion of students, teachers and parents.

Purpose of Assessment

Assessment provides a framework for planning and delivering strategic feedback to encourage further development based on student needs.

- Assessment informs our teaching practice.
- Measures student growth in reaching curricular outcomes.
- Provides coherent feedback for learners and parents.
- Provides learners with feedback on their learning for reflection.
- Evaluates the effectiveness of the learning program.
- Actively engages learners in assessing and reflecting on their learning and acting on feedback from peers and teachers to feed forward towards next steps in learning.
- Promotes a deep understanding of subject content by supporting learners in their inquiries set in real-world contexts.
- Promotes the development of critical, reflective and creative thinking skills.
- Reflects the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Promotes positive attitudes to learning and builds confidence.
- Encourages the development of higher-order cognitive skills.
- Helps teachers and students to build a clear picture of each student's learner profile.
- Gives students and teachers feedback on what each student can do and reveals areas for improvement in the learning process in the future.
- Helps students to build an understanding of what they need to improve.
- Helps students to develop self-assessment skills.
- Indicates ways in which students can be supported.

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MIS recognizes that learners

- Have differing learning styles.
- Have different cultural experiences, expectations and needs.
- Perform differently according to the context of learning.
- Are authentically engaged in assessment and act with accordance to a constructive and a positive feedback.
- Need to know their achievements and areas for improvement in the learning process to set goals for their learning and make responsible decisions.
- Know what the expectations are for their work and behavior at school.

MIS Parents/Guardians

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their daughters.
- Extend their daughter's understanding and development of skills.
- Recognize that their daughter is at the center of the assessment process.
- Value that she is aware of her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their daughter's on-going learning.

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- 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.

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Assessment Culture

Strong communication regarding the purposes of assessment and reinforcement of the value of assessment in the monitoring, documenting, measuring and reporting of learning is important in building a shared assessment culture. A school-wide assessment culture acknowledges the role assessment plays in informing the learner, learning and teaching, and the learning community about achievement, progress and decision-making. 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, understand and can do, and in identifying the next steps for their learning.
- Reinforcing the links between monitoring, documenting, measuring and reporting of learning.

Assessment in the PYP

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge. Conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. ATL Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways. They are closely interconnected and are open to interpretation.

The process of PYP assessment elaborates on the 'what', 'how' and 'when' of the continuity of gathering evidence, monitoring shift in learning approaches, documenting and measuring the learning process and reporting the learning outcome to the learning community.

Towing MIS vision to provide opportunities to the learners to discover and explore the latent talents and clubbing the vision with the IB defining philosophy for international mindedness and that specifically of PYP of learning through enquiry and transdisciplinary approach, our purpose for assessment is to ascertain:

- International mindedness as an outcome of learning which includes assessments
- To elicit the degree and to measure the essentially upward shift in conceptual understanding and skills.

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- To analyze the kind and nature of inquisitiveness or curiosity to know
- To support the spirit of self-regulated learning

In implementing the philosophy and purpose for assessments, we ensure that the criterion for assessment is transparent among the members of the learning community in the form of documenting and sharing the PYP Planner. We also make conscious efforts to revisit the document to reflect the emergent learning that happens as a process of exploration and diverges beyond the pre-decided learning outcome.

The assessment component in the school's curriculum can itself be subdivided into four closely related areas.

Monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

- **Monitoring learning:** Targets the evaluation of the progress of learning with reference to the success criteria. It happens constantly and regularly via a variety of strategies: observation, posing questions, ongoing reflection and discussions.
- **Documenting learning:** It is evidence of the student's learning journey. Documenting learning should be clear and visible to the whole school community. It can take various forms;
  - Portfolios
  - Learning journals/logs
  - Learning stories.
- **Measuring learning:** Is the focus on the student's understanding and knowledge at a particular "point in time". Each time we measure learning, we are provided with more information about the learner's understanding of the big concept.
- **Teacher Moderation:** It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning.
- **Reporting learning:** Defines the growth and success of the student's learning, focusing on the areas for growth and contributes to the efficacy of the programme. Reporting should be open, transparent and understood by all parties (learners, teachers and parents).

To develop students' assessment capabilities teachers must

- Be mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy.

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- Provide timely, specific and well-considered feedback that students can act upon.
- Provide students with opportunities to experience success.
- Challenge students to take risks to extend their learning.
- Challenge students when there are misconceptions or misunderstandings so they can self-correct.
- Support students in viewing mistakes as learning opportunities.
- Actively engage in assessing students' progress as part of the development of knowledge, conceptual understandings and skills.
- Provide multiple opportunities and contexts for students to practice their skills.
- Clearly define and communicate learning goals and success criteria with students and parents.
- Design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts.
- Collect and use observable learning evidence that can be seen, heard or touched.

Assessing:

The assessment of the learners' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Learners are observed in a variety of situations and a wide range of assessment strategies are implemented at school.

> *Diagnostic Assessment:*

1. When the learner submits her application to enroll in the school, she sits for an entrance exam in English and Math.

2. The evaluation of the learner is comprised of questions relating to basic skills and competencies in language: (oral reading skills, comprehension, and a writing task in which the linguistic part is applied in context) along with assessing mathematical concepts.

3. The student's performance will be reviewed and assessed in line with prior determined criteria that are properly identified according to the student's level.

4. The student's evaluation test is selected according to her academic level which will be attained through feedback from her school reports or from remarks and observations made by the parents.

5. After the student completes this exam and the coordinators correct her papers, the coordinators submit a recommendation that properly describes the student's actual level in all basic skills and competencies.

6. The coordinator shall clearly identify the plan which the student is to follow. For the primary school student, the coordinator shall mention whether the

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student needs intensive follow-up and individual attention from the subject teacher.

7. The coordinator submits her recommendation on the student's status to the HOS and the Vice Principal.

8. The coordinator sets up an individual remedial plan for the student after discussing it with the Vice Principal and considering her recommendations. The coordinator monitors students' work through the viewing of samples of work and attending classes.

9. Students who are placed on the individual remedial plan are exposed to different enrichment papers, which are curated based on the student's level, along with special homework according to the concepts they have already covered, in order to support their progress in those subjects.

10. Specific statements and comments are written in the student's academic report in order to describe the support that she is given.

11. Students are subjected to Diagnostic assessment/pre-assessment, formative assessments, and summative final assessments, as do other peers in the class.

12. The student can be given support during her assessments either through assigning her a reader or writer, or by assigning her extra time to conduct the assessment.

13. Once the student shows a significant improvement in her performance, the student will be pulled out of support and will again be assessed against the normal criteria which the other students are assessed against.

14. In case a student has been identified as possibly having Special Educational Needs (SEN), she will then be closely monitored in order to gauge her level of learning and possible difficulties.

15. If required, an Individualized Education Plan (IEP) will be set up for the student and implemented to help fulfill the needs and gaps of the student.

16. Progress meetings, academic tutorials, and Parents evening are used to monitor and asses the progress made by the student. (For further information on assessment of Special Needs Students, please refer back to our inclusion Policy).

17. All (PYP) students undergo a regular diagnostic assessment in English and Math twice a year (in March and August), in order to monitor students' conceptual understanding, and essential skills and competencies gained. After results are analyzed, and if required, a remedial action plan will be drawn to address the specific needs of students.

18. Records of diagnostic assessments and IEPs will be saved in students' portfolios in the Administration offices for PYP.

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What do we assess?

➢ *Knowledge* - of what students already know, what they want to know and emergent knowledge. It involves significant content as identified in the school curriculum.

➢ *Conceptual Understanding* - how concepts are recalled, explained, applied and transferred through a range of learning experiences through strategies such as increased wait time, concept map, bus stop activity, think-pair-share strategy, exit cards and open-ended questions.

➢ *Development of Skills* -Skills are monitored and documented for growth over time as they manifest at different points in time and in different ways. They are closely interconnected to conceptual understanding and are open to interpretation. It reflects what students can do at different stages of the learning process.

Pre- assessment:

A pre-assessment is done prior to starting a new unit, or concept. This helps teachers and students find out what the student already knows and can do. It is not necessary to adhere to certain assessment tools or any specific criteria for this type of assessment.

Formative assessment:

Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers are responsible to prepare different formative assessments with the use of various assessment tools to keep a record of student progress.

Summative Assessment:

Summative assessment is the culmination of the teaching and learning process and takes place at the end of a unit. It provides students with an opportunity to show what they have learned. It also shows how effectively students understand knowledge, key concepts, skills and attitudes and thus reaching to authentic action.

Differentiation in Assessment:

In some cases, when students are unable to achieve the learning objectives inside the classroom, we differentiate in the teaching and learning practices whether in the process, content, product, and/or environment as much as possible by use of various manipulative, different-leveled texts, readings, stories, and through the use of different strategies, along with differentiated worksheets and learning engagements, in addition to implementing differentiated formative and summative assessments. If students need further interference, they will be observed and then referred to a center

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that has a joined venture with the school to be further screened. (Please refer to our Inclusion Policy).

Approaches to Learning Assessment (ATL):

Five categories of interrelated skills and associated sub-skills support students of all ages to become self-regulated learners. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL skills both inside and outside the programme of inquiry.

Student reflections and teacher observations are documented. These records will show the development and demonstration of the targeted ATL skills, over time, for both spontaneous and planned learning engagements.

IB Learner Profile

The IB learner profile is transparent in the classroom, and evident in the general language of the school, class agreements, playground guidelines, collaborative planning arrangements, and pastoral care processes. Teachers might use formal and informal observations to give feedback to students. Students give and receive feedback on their learning using the language of the learner profile attributes. The attributes are flexibly explored, developed and revisited through units of inquiry and through subject-specific investigations. They are also shared and celebrated in reports. The students reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age group and language capabilities.

Assessment Tools

We use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools which are:

- ➢ **Rubrics:** These are an established set of criteria for rating student work. The descriptors specify what characteristics assessors are looking for in student work and then rate that work on the predetermined scale/criteria. Rubrics can be developed by students as well as teachers.
- ➢ **Exemplars:** samples of students' work that serve as a concrete standard against which other samples are judged.
- ➢ **Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.
- ➢ **Anecdotal records:** brief, written notes based on observations of students.
- ➢ **Continuums:** visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

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Assessment Strategies

➢ *Observations*

Students are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyze students'' actions and interactions, some ways of how to go about it:

- Listen and look (anecdotal records).
- Chart paper with post-it notes (to record observation made).
- Small group where teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videotaping the students in action.
- Creative writing conferencing.
- Observing performance activities.
- Checklist: student profile, attitudes, skills.
- Observing how children solve problems (skills, manipulative, asking a friend, drawing pictures).
- Observing children's social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).
- Portfolio.
- Teacher led conference.

➢ *Performance assessments*

These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations.
- Role playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (Power Point; Note Book; etc.).

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> *Process-focused assessments*

The students' trans-disciplinary skills (ATL) (social skills, communication skills, thinking skills, research skills and self-management skills) are monitored often and regularly. We follow some guidelines to assist examples on how teachers can record their observations:

- Noting both typical as well as non-typical behaviors.
- Collecting multiple observations to enhance reliability.
- Synthesizing evidence from different contexts to increase validity.
- A system of note-taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting these observations.
- Checklists: for trans disciplinary skills (ATL) for one task.
- Anecdotal records on observations made.
- Reflections on learning style and strategies.
- Reading strategies.

> *Open-ended tasks*

These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram or a solution.

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or another artwork.
- Depicting environmental issues through the creation of posters, 3D models.
- Examples of students' work in digital format (Power Point; Notebook, etc.).
- Journal.
- Writing an original end or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video

> *Selected responses*

These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

- Reading comprehension.
- Spelling tests.
- Grammar tests (grammar rules, verbs).
- Solo performances, oral presentations.
- Math: basic facts, operational techniques (+, -, x, ÷).
- Situating events on a timeline.

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- Putting events in the right order.
- Categorizing elements.

Learners' reflections

Students are asked to reflect at the beginning, middle and end of their learning journey.

Reporting

At MIS, we consider reporting as a means of giving feedback from assessment. Reporting aims to indicate the progress of students' learning and identifies their areas of growth.

We believe that effective reporting should:

- Involve parents, students and teachers
- Be comprehensive, clear and understandable to all those who are involved.
- Help learners reflect on their own learning
- Help teachers to incorporate reporting into their future teaching and assessment practices.

MIS reports about students' performance and progress in a variety of ways:

➢ *Parent engagement PYP day:*

Parents gain information about the school from classroom teachers regarding the curriculum and classroom routines via this important evening that is held at the beginning of Term 1.

➢ *Written progress report cards:*

Assessment information is reported at the completion of each unit.

The written reports have an outcome-based approach and are closely linked to the Units of Inquiry, incorporating information about the Central idea, Lines of Inquiry, Key Concepts covered, and Learner Profiles and Attitudes focused upon within that unit, in addition to the progress in different subjects regarding the outcomes and skills attained.

In addition, the report card is issued four times a year: in April, June, September, December and it reflects clearly if the student receives differentiated texts, worksheets and homework.

➢ *Teacher-parent(s) conference:*

Teachers give parents feedback about the students' progress and needs. Teachers highlight the students' strengths and weaknesses. They answer parents' questions during such conferences and guide them on how to help in their children's learning process. This conference is thrice in a year.

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- ➢ *Teacher-student conference:*

  Teachers frequently give ongoing feedback on the progress directly to students. Both teachers and students reflect on the work done and agree on setting goals and how to achieve them.

- ➢ *Student led conference:*

  Student Led Conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and her parent(s).

  The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

  Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders.

This conference is annual and is run in December.

- ➢ *The Portfolio:*

  Portfolios are used from Grade 1 - Grade 5. These portfolios include work samples from across the curriculum, some of which will include comments from the teachers about the learning and achievements being demonstrated. They will also contain pieces chosen by the students, and in these cases, they will be commenting on why they have selected those pieces.

  The Portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three- way communication between parents, students and teachers.

  Each student has her own Portfolio and often they will be shared with their parents at the student-led conference. Additionally, the student's portfolio is sent home after each unit for the student to share her learning journey with her parents.

- ➢ *The Exhibition:*

  In the final year of the Primary Years Programme, the learners are involved in an extended unit of inquiry, entitled The Exhibition. The exhibition may become one of the six units of inquiry during the final year or may stand outside the programme of inquiry with a more flexible timeframe to support

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student inquiries and school contexts. This unit is designed for learners to identify, investigate and suggest solutions for real life issues. The learners work in small groups, developing their own inquiries, framed by one trans-disciplinary theme, and the unit culminates in a celebration of learning shared with the school and wider communities.

Link between Assessment Policy and other Policies

Link to Academic Integrity Policy

The MIS Assessment Policy is linked with MIS Academic Integrity Policy as the assessment policy mentions that students will be signing beforehand an undertaking that the work uploaded is the final version and is their own original work whether written/oral/video recorded. Additionally, the policy also mentions that the comment given by teachers on only first draft of students must not be heavily annotated. The same is aligned with IB academic integrity guidelines.

Link to Admission Policy

The admission policy is linked with MIS Assessment Policy, as the admission policy mentions the assessments undertaken by students for admissions into PYP. Please refer to the MIS Admission Policy for further details.

Link to Inclusion Policy

The Inclusion Policy is linked with MIS Assessment Policy, as the inclusion policy mentions the differentiated assessments practices to be followed for PYP students having special access arrangement needs. The inclusion policy will also specify various special access arrangements to be made for students having special access needs. Please refer to the MIS Inclusion Policy for further details.

Link to Language Policy

The language policy is linked with MIS Assessment Policy, as the language policy mentions the assessments conducted for gauging the language proficiency level of students. Please refer to the language policy for further details.

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Dissemination of information of the policy to all stakeholders

- By emails to all the parents/guardians and all the other stakeholders
- On the school website www.misindia.net
- On the ERP Portal
- On ManageBac
- In the school handbooks

Display of policy within the school and boarding houses

- On the display boards in the school corridors, classrooms, reception area
- On the display boards in the school cafeteria and boarding houses

PROCESS OF REVIEW (Next evaluation/revision of the policy)

- The assessment policy is reviewed annually and collectively by the Head of School, DPC, PYPC, Primary School Coordinator, Head of Assessment, and Heads of Departments, However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy.
- Any new procedures, measures or technical requirements are introduced/ included.

    Assessment Policy - 19.05.2021

    Next review: Latest by 31 May 2022

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- https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.14.5.3
- British International Academy
- Primary Years Programme: From principles into practice, "Developing an assessment policy" section
- Guidelines for developing a school assessment policy in the Primary Years Programme
- Programme Standards and practices 2020
- Primary Years Programme ATL Site
- Academic Honesty Policy
- Academic integrity
- Access and inclusion policy
- Assessment policy
- Effective Citing and Referencing-2014
- Neev Academy
- AS Milan
- https://www.datus.edu.gh/wp-content/uploads/2021/05/DATUS-ASSESSMENT-POLICY.pdf

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Mussoorie International School General Grade Descriptors

Background

Mussoorie International School's 1-7 Grading Descriptors were adapted from official IB Grade Descriptors. These descriptors support the PYP-mandated use of criterion-referenced assessment, and also assist in maintaining consistency throughout the Primary School.

Having a shared understanding of the meaning of the 1-7 scale is a vital part of standardizing assessment between and across grade levels, and therefore avoiding situations where students achieve at similar levels yet receive different marks.

MIS PYP GENERAL GRADE DESCRIPTORS

Grade	Managebac: PYP Achievement	PYP Effort
		These effort grade descriptors describe all subjects. The grade indicated reflects the levels in terms of effort and serve as a guide for students, parents and teachers. ▪ Self-management: punctual, arrives to class on time, personally organized, brings necessary materials to class, meets deadlines, focused, completes work requirements (homework, assignments, tests etc) ▪ Research and Thinking: active and independent learner, participates in class discussions, asks questions, committed to learning, enthusiastic ▪ Social and Communication: collaboration, working alone or with others, practical work, projects etc
1	Emerging	Minimal participation and personal organization
2	Emerging	Very limited participation in class activities and meeting ongoing work requirements. The student has difficulty in being punctual, managing personal organization and being actively involved in class activities. The student is unable to demonstrate these skills fully, even with support.
3	Consolidating	Limited participation in classroom activities and meeting work requirements, or clear difficulties in some areas. The student demonstrates a limited capacity for punctuality, personal organization and active involvement in classes and ongoing work. The student is only able to demonstrate these skills with support.
4	Proficient	Generally, participates constructively in classroom activities, meets ongoing work requirements and works effectively in normal situations. The student generally demonstrates co-operation, punctuality, personal organisation and active involvement in classes.
5	Proficient	Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in a variety of situations. The student frequently demonstrates punctuality, personal organisation and active involvement in classes. The student is co-operative, occasionally demonstrates initiative and often works to the best of her/his ability.
6	Outstanding	Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in a wide variety of situations. Consistently demonstrates punctuality, personal organisation and active involvement in classes. The student is cooperative, generally demonstrates initiative and usually works to the best of their ability.
7	Outstanding	Consistent and constructive participation in classroom activities, meets all ongoing work requirements and works conscientiously in a wide variety of situations. Always demonstrates punctuality, personal organisation and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to the best of their ability.

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IMPORTANT NOTES

Holistic Judgments:

These descriptors are meant to describe the student's achievement over a large range of content and skills. The teacher must select the grade which BEST describes the student's overall achievement, even though achievement on individual benchmarks might be higher or lower. It is neither the highest nor the lowest achievement which determines the grade- it is the big picture view. (For this reason, the mathematics example is actually not an accurate representation, but it is the best we can provide without making a multi-page example.)

Achieving Above Grade Level:

A student who has achieved their current years' standards and benchmarks should receive a mark between 4 and 7, depending on how much they can do with the content and skills. It is not required that a student demonstrate ability above their current grade level in order to receive the highest mark for that grade level. While it is likely that a student receiving a 6 or a 7 is working above year level in some areas, it is not required.

Difference between "In Line" and "Exceeding":

For the higher bands, it's not a question of whether the student knows the content and skills, but how much the student can do with the content and skills. If the student just knows the basic requirement and can use them in basic situations, that's a satisfactory level of achievement, and that's a 4. If the student can use higher-order thinking skills to do more with the knowledge and skills, that's a higher level of achievement, and a higher mark.

Giving a 7 in Term 1:

It is perfectly acceptable to record a 7 in any term, 1, 2 or 3. A mark of 7 indicates very high achievement with whatever has been taught up to that point although requires rigorous evidence that a student is excelling beyond expected Year level.

Frequency/Distribution:

There is no required pattern into which grades must fall. If every student succeeds in the learning task, then every student should receive a high mark. However, in practice, in a specific group there are usually VERY FEW marks of 1, 2 or 7. Most often, students demonstrate achievement in the 3-5 range, with 6s rarer than 3-5, but less rare than 7s.

Reading Grades:

Like all other marks, the Reading grade should be based on all available evidence of the child's achievement.

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