



NES International School Dombivli
- IB World School



SCHOOL CODE : 060150

Assessment Policy

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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 to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.



School Mission Statement

NES International School Dombivli, provides a holistic educational programme for students to become knowledgeable and caring young leaders, who help to create better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their students a strong urge for international mindedness to become lifelong learners and peace ambassadors.



School Philosophy

At NES International School Dombivli we strongly believe in enhancing the teaching-learning experience of our students, by delivering a challenging and high quality programme.

We consider it our responsibility to foster self-discipline, treating others with respect, empathy, concern, open mindedness and moral conviction. We know that activity of learning is an expression of positive energies, fulfilling natural curiosity and enriching life. At the same time, authentic learning is purposeful when it helps students grow morally, spiritually and emotionally as well physically and intellectually within a diverse community.

Quality education is supported by a collaborative effort between home and school. Parents are encouraged to become active participants in all school activities.

Our school is committed in igniting the young minds to develop curious, knowledgeable, reflective and principled global citizens who will work together to create a sustainable and peaceful world.

ASSESSMENT POLICY

(Reviewed on 24th March 2022)

Assessment Philosophy

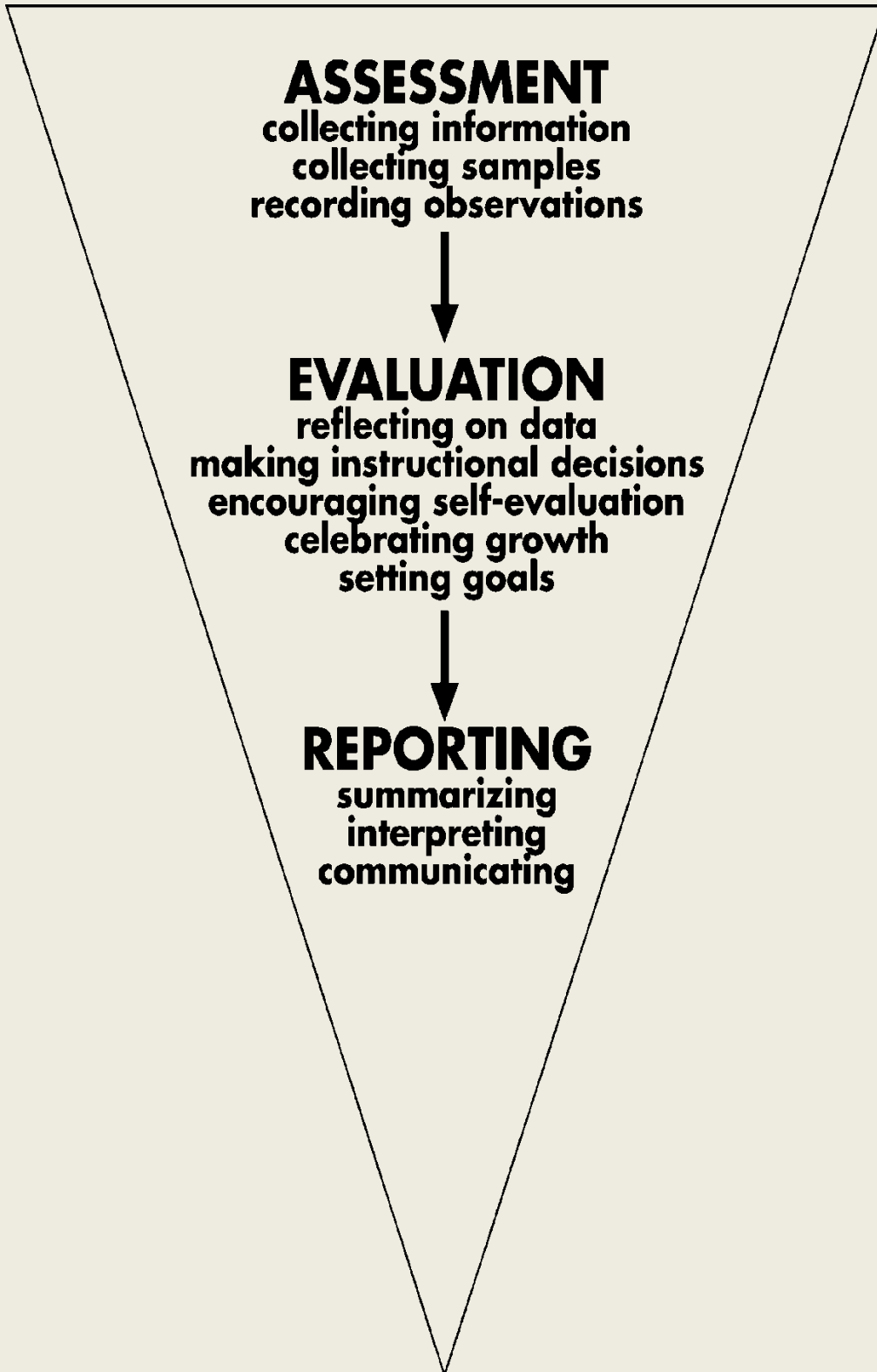
We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

What is assessment?

Assessment is all about measuring a student's learning. There are a variety of techniques to understand a student's learning and report on their achievements. A good policy and assessment practices act as a framework to test a student's understanding and development.

Assessment Policy describes the approaches that are used by an organization in its assessment practices. This is an integral part of the school policy and a tool to inform parents, students, and school community about the curriculum, learning programmes and progress.

This policy outlines the purpose, nature and different strategies used at NES International School Dombivli. Assessment involves three strategic points: collating the data, analysis of the data and reporting it to the parents.



Principles of Assessment

The school understands that teaching, learning and assessment are intrinsically inter-related. We are guided by the following principles:

- Students are differently abled and have different learning styles
- Students should play an active role in Peer and Self-Assessment
- They perform differently and the cultural experiences also influence their learning.

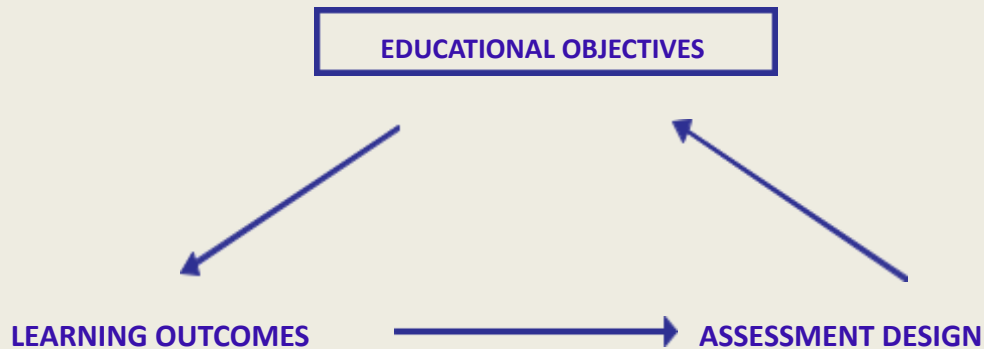
Why Assess?

- The purpose to assess students is to gauge teaching & learning of a particular topic. This helps in reflecting on the quality of teaching as well the students understanding and also helps in enhancing the learning of the learner.
- During the teaching and learning process, both the teacher and students will have a clear vision of what is expected of them.
- The assessment shall be a mean to take decisions regarding the instructional needs of the individual learners.
- Helps in curriculum reviews
- Helps to monitor individual progress.
- Engage the learner in reflection about his/her strengths and areas of improvement.

Aims of Assessment

- Assessment will be based on learning outcomes – process, interpretation or product.
- Teachers will employ and design a variety of summative and formative assessments
- The assessment process involves effective feedback being provided to the students and parents.
- The assessment shall be a mean to take decisions regarding the instructional needs of the individual learner.
- To be able to track student progress benchmarked against prior data and then to act upon findings.
- To improve standards of achievement for all students.
- To establish an agreed, consistent framework within which the school and individual departments/faculties can continue the systematic development of formative and summative assessment.

The educational objectives, the learning outcomes and the assessment are intrinsically related.



Assessment should:

1. actively involve all learners. We interpret this to be exemplified by stating lesson objectives and engaging the student in discussion of their own work.
2. be central to the learning and teaching process.
3. be based on information that is both relevant and challenging.
4. not be confined to recall and comprehend, but should include analysis, synthesis and evaluation.
5. illuminate qualitative aspects of learning i.e. to reveal the true nature of the student's understanding of the topic.

Types of Assessment

Assessment at NES International School Dombivli is structured and coherent, which is an amalgamation of formative and summative assessment and where all the above-mentioned principles are put into practice.

Formative Assessment:

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making the learning process supportive/meaningful.

The following principles are followed in formative assessment:

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as a model for success.
- Students are given constructive feedback.
- The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives. A variety of assessment forms/strategies will be adopted such as - tests, quizzes, presentations, group discussions, assignments, debates, note-taking skills, research papers, class activities, lab work, open book assignments, project work etc.
- The teacher keeps a record of the formative assessments and it is used as a basis to give feedback to students and parents as well as assist teachers in adjusting the teaching strategies.

Summative Assessment:

- The school will be conducting summative assessments under examination conditions at the end of the term in MYP.
- Only the summative assessments at the end of each term are reported through the ManageBac.
- Summative assessments in MYP are framed keeping in mind the objectives of assessment in each subject group and are assessed on the basis of the task specific descriptors.
- The Exhibition in the PYP and Community Project in the MYP are in true sense, the culmination of skills and attitudes learnt during the respective programmes.
- Assessments of Learning in the PYP take place at the end of every unit. The assessment task includes multiple assessment strategies, keeping in mind multiple learners in every class.

Reporting (PYP and MYP)

1. The recording and reporting of assessments is done on ManageBac and Toddle.
2. There are two term reports based on summative assessments issued to students every academic year for MYP .
3. Reporting in PYP is also made twice a year based on the progress made in the Unit of Inquiry (UOI). Generally, 3 UOIs are completed at the end of each term.
4. Each report carries comments on a student's strengths and areas to improve upon.

Missed Assessments

1. Provisions may be made for students who have missed any assessment in order to provide feedback to students and parents on the student's progress. A new test should be formulated for the same in the same monthly assessment period.
2. If a student repeatedly misses any assessment, the coordinator along with the teacher will convene a meeting with the student's parents to discuss the causes and potential solutions. If required, the Head of School will also be a part of the meeting.

Guidelines for Assessment IB Programme Specific Practice

Primary Years Programme

Purpose (Principles of assessment in teaching and learning):

- The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.
- Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.
- Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
- Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

- Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.
- We are a learning community as we use assessment as a tool to evaluate the depth of curriculum and the effectiveness of teaching. Team NESISD makes decisions about targeting resources and provides support to the most pressing priorities and professional development needs.

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.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.



PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

Procedures:

All IB programmes are informed by assessment, as indicated in the IB:

- assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- all students have access to demonstrate knowledge, conceptual understanding and skills.
- learning goals and success criteria are co-constructed and clearly communicated.
- both learning outcomes and the learning process are assessed.
- assessment design is both backward and forward looking.

Role of Language in Assessment:

English is the medium of instruction and is the language used in all internal and external communication, collaborative work and planning. The use of other languages during assessments, where appropriate, and in line with IB requirements, is supported. For further information regarding the use of languages refer to the Language Policy.

Academic Honesty in Assessment:

Students at NESISD are taught to be principled learners and are aware of the consequences of academic dishonesty. In alignment with IB regulations, NESISD reserves the right not to submit any work that has not been authenticated to the satisfaction of the teacher.

Role of Teachers:

We aim for every NESISD teacher to be an assessment capable practitioner. In light of this, all teachers are actively encouraged to continuously upskill by pursuing professional development opportunities within or outside school.

Role of Students:

“Assessment capable learning means that students can assess their own learning. It will help them gauge where they need extra help, and where they are doing well enough that they can move on. Where assessment capable learning is concerned, it is important for students to know where they are going, how they are going, and where to next (Hattie).”

We aim for every NESISD student to be an assessment capable learner and demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- developing the skills to reflect on their learning, self-assessing and discussing their progress
- selecting evidence, such as samples of their learning that best demonstrate the intended learning goals
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

Role of Parents/Guardians:

Parents/Guardians are encouraged to understand the learning process and the school’s vision, mission and values. The school will partner with them to promote principled actions, empowering students to be successful learners through open communication.

Developing an Integrated Assessment Culture:

Strong communication is the key to 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 in supporting decision-making.

At NESISD, 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 and can do, and in identifying the next steps for their learning
- reinforcing the links between monitoring, documenting, measuring and reporting of learning.

Developing Assessment Capability to Support Learning

All members of the learning community develop assessment capability (Absolum et al. 2009) to make the “tacit knowledge that is ‘hidden’ within the learner transparent, explicit and available” (Clarke 2012).

Members of the learning community are assessment capable when:

- everyone is aware of, and understands, why and what to assess
- everyone is aware of, and understands, what constitutes quality
- there is a shared understanding of how to assess and what data is being collected, analysed and reported.
- there is a shared language for talking about assessment
- the assessment process is collaborative and inclusive of all members

How to Assess:

The four dimensions of assessment:

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: 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

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documentation of learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats:

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured.

Analysing learning

Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their

assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

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. Teacher moderation through professional discussions around student samples is an effective strategy.

Reporting on learning

Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents.

The following ways have been used by NESISD for reporting:

- Parent/teacher/student conferences
- Student-led conferences
- Unit Report: Sent at the end of each unit.
- Term Reports: Generated twice a year (Term1: Generated in October and Term 2: Generated in March.)

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Giving and receiving feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and should, therefore, form the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

In providing feedback, teachers consider whether to focus on **knowledge or skills, on the learning process or on self-regulation skills** (Hattie 2012). All three types of feedback are necessary; however, students benefit most from feedback that is based on their learning progression. For example, a learner who is learning a skill for the first time might require more feedback relating to that skill or knowledge. At the same time, another learner who has had multiple opportunities to practise that skill will benefit from feedback relating to self-regulatory skills (Hattie 2012).

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. Teacher feedback can also aim at challenging students' reflection on misconceptions. Supporting students' correction of misconceptions removes potential barriers to learning and enhances deeper conceptual understanding (Hattie 2012).

Peer feedback

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Peer feedback contributes to learning adjustment because:

- it is given in language that students naturally use
- students are more ready to accept feedback from one another. (black et al. 2004)
- students who provide feedback to peers also benefit: in giving feedback, they increase their assessment capability. Peer feedback also gives teachers information about how a student's understanding of a learning experience is similar to, or different from, their peers.

To support this, teachers model how to provide effective peer feedback by:

- using language that shows respect for the learning of others

- referring to shared understandings of what quality and success looks like for diverse learners
- providing authentic and ongoing experiences in giving meaningful feedback
- supporting students to interact with the learning of others
- conferencing in small groups.

Types of Assessment

While school accountability reforms in many countries have put a spotlight on standardized assessments, education scholars are increasingly calling attention to the need to focus on assessment that connects student learning in a meaningful way (Stiggins 2002; Absolum et al. 2009). Firm evidence supports the efficacy of assessment **for** learning and assessment **as** learning on student outcomes, for they are an essential component of what students and teachers do in the classroom (Black, William 2010).

The three assessment practices - for learning, of learning and as learning - serve different purposes. Of these practices, assessments for learning and of learning strongly align with the centrality of the PYP inquiry process and can support students' cognitive, social emotional and behavioural development (Harlen, Johnson 2014). These practices may be formal or informal and internal or external. PYP students' learning is evaluated through a combination of these practices.

	Assessment for learning	Assessment of learning	Assessment as learning (Clarke 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.

Assessment for learning is learner-centered, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance (Griffin 2014). Using pre-assessment data, teachers design opportunities for students to test and revise their models and support them in making connections between their previous and current perceptions.

Assessment produces evidence of student learning. Continuously monitoring, documenting and measuring learning, and then analysing assessment data, provides insights into students' understanding, knowledge, skills and dispositions. Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers.

Assessment as learning promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

	Types of Assessment	Rubric level
	Formative & Summative Assessment (skits portraying the central idea of the unit, PPTs, charts, poems, journal write-ups etc.) in each UOI. Progress in the UOI will be reported in a semester.	a) Extending b) Applying c) Developing d) Beginning
	At the end of the academic year, there will be personal portfolio exhibition / student-led conference.	a) Extending b) Applying c) Developing d) Beginning

Middle Years Programme

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems and designing a formal lab report.

The assessment of MYP students at NESISD is on a continuous basis throughout the five years of the programme.

How are students assessed in the MYP?

- Students are assessed according to predetermined objectives related to assessment criteria in a given subject.
 - Students are given subject criteria.
 - Student work is assessed according to the criteria.

- o Students are assessed on their own level of achievement.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

Criterion-Related Assessment

The MYP assessment model is also described as **criterion related** as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. During reporting periods (end of semester 1 and 2), students will receive criterion-related grades on a scale of 1-7. General grade descriptors provide written descriptions of each of the grades from 1-7. In order to determine term and final grades for the MYP, each subject teacher will apply the final criterion levels against IB MYP **grade boundaries**. Given below are the subject-specific criteria and grade boundaries. For grade descriptors, refer Appendix-I.

MYP Subject Criteria Assessment Summary

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Management of Examination in MYP and IGCSE

Student Preparation

Revision of portions covered during the Semester should be done for a minimum of one week before the semester assessments. Students should be given the following information well in advance:

1. Assessment Timetable.
2. Portion for assessments.
3. Assessment Rules and Regulations.
4. Materials required during the assessments for each subject.
5. Materials prohibited during assessments.

Examination paper setting procedure followed by teachers

1. Plan and prepare the Semester Assessments Question paper as per the Curriculum.
2. Prepare two sets of Question Papers – one for the Coordinator, Head of the Department and the other for yourself and submit one copy of the question paper along with the blueprint to the Coordinator two weeks prior to the assessments.

Assessing Term Assessment Papers

1. The answer papers have to be collected from the respective coordinator on the same day of the assessments.
2. The marking should be done according to the blueprint approved by the Subject Head/Coordinator.
3. When monitoring or assessing student work, staff must put an initial and date when the assessment evaluation was completed.
4. Department / Subject Head will be responsible for standardization of the marking done by the teachers assessing before any results are released in order to support and maintain the reputation and equity of the teacher and the school.
5. Students should be shown the marked assessment papers in a timely manner and teachers should discuss the correct answers with the class.
6. Papers are given to the students during the Parent-Teachers Meet.
7. The papers are kept with the Coordinators.
8. The student needs to maintain the norms of academic honesty. In case the work submitted by the student is not authentic, he will not be graded as mentioned in academic honesty policy.

Further Research

After each term assessment the coordinator prepares a statistical report based on the student's progress and updates the Head of School and Founder-Principal. Action plans for student's better performance are made on the basis of this report in consultation

with subject teachers, coordinators and Head of School and Founder-Principal. Success ratings of previous years are taken and compared to see if action plans have their effect.

Incomplete work should be submitted on time despite not being finished. The following consequences for the late submission of tasks (without an acceptable excuse*) apply to Grades 6-8.

Consequences

Days late	Consequence
1-3 or first occurrence in a school year	Note in the Communication Book. Parents will be contacted by the subject teacher. Parents will be informed of the new deadline. If the task is submitted by the new date, students will receive feedback and grades will be counted towards their final subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment as a comment in the report.
4-9 or first occurrence in a school year	Parents are to be informed of this consequence by the Coordinator. In the case of persistent lateness (i.e., on more than one occasion) parents may be requested to come to school for a meeting with the Coordinator and the subject teacher(s) involved. Students will be kept on academic probation and will need to complete the work after school hours. This will be reflected in the report as a ATL comment.
10+	A non-submission will also be recorded for this task after 10 days; Students may be placed on an individualized plan or undertaking to prevent future occurrences. Student transcripts will also reflect the non-submission of work.

Assessments and Procedures Relating to CAIE Assessments

1. Assessment is conducted with reference to the guidance and regulations supplied by the CAIE.
2. Examination Coordinator will report to Head of School for the day-to-day administration of the examinations system.
3. At the time of the exams, candidates must be aware of "Notice to candidates", a copy of which is posted inside and outside of each examination room.
4. During examinations, candidates must follow any instructions given to them by the Examinations Coordinator, or any Invigilator present.
5. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources.
6. The school undertakes to run the examinations system in accordance with the CAIE norms.
7. Guidance, given in the Instructions for the Conduct of Examinations document, and

others.

School Assessment Specific Guidelines (MYP & IGCSE)

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a resealable transparent container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - I. General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
 - II. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.

The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations

Late arrival

No additional time will be allowed for students arriving late for the examination.

Temporary Absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

1. During the school-based/internal examination, for any malpractices at school level refer to the NESISD Academic Honesty Policy.
2. For MYP IB examinations, the IB norms will be followed.

Early Departures

1. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
2. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

1. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.
2. Students must leave the examination room in a quiet and orderly manner.

Note: For the IB MYP / IGCSE examinations the respective specific guidelines will need to be followed.

Mobile Phones and Examinations

1. Mobile phones must not be brought into the examination room. The possession of a mobile phone in an examination room, whether switched off or not, is an offence.
2. If any student fails to observe this regulation, then the matter will be referred to the school discipline committee for necessary action as mentioned in academic honesty policy.

Academic Honesty

1. If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance.
2. Submission of student work via ManageBac allows staff to pass all students' assignments through "Turnitin.com" to check for plagiarism.

Inclusive Access Arrangements

This will be as per the School's Access and Inclusion Policy when it comes to school-based assessments while for MYP and IB examinations, the IB norms will be followed.

Standardization

Aim

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents assessment creep, whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning.
- Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

MYP Standardization Procedure at NESISD

- Standardization should occur at least once a semester, per programme per subject.
- At least two teachers within the department/Group should be involved in the standardization process

Inclusion provisions

The inclusion team will inform teachers of the level of support for the students in their class and the type of support that can be offered in respect to the needs of students. Where accommodations like extra support are needed, they will be assigned from or organized by the inclusion team and the exam team. Inclusion team will be involved in the planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to MYP certificate grades, All students must be assessed using the end-of-programme assessment.

** Refer to the NESISD Access and Inclusion Policy for further details.*

Assessment Policy Review and Communication Process

- The Assessment policy is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required.
- The SPLT along with the Heads of Department and Inclusion team review and then revise the assessment policy. The Heads of department in turn take it to their respective departments for discussion and feedback.
- The revised all school assessment policy (which is in line with the IBO guidelines) is approved and finalized by the SPLT and then shared with the NESISD community on ManageBac.

Reference

The following documents were consulted while writing this assessment policy:

- a. Making the PYP happen: A curriculum framework for international primary education 2009
- b. Assessment - PYP Learning and Teaching 2019
- c. MYP - From Principles to Practice 2017
- d. The MYP programme- Handbook of procedures 2014
- e. NESISM Academic Honesty Policy
- f. NESISM Access and Inclusion Policy
- g. RBKIA Assessment Policy
- h. ATL continuum document

Appendix - I: MYP Grade Descriptors

The following grade boundary guidelines table helps to determine final grades in each year of MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade Boundary	Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.