

ASSESSMENT POLICY

Sangam School of Excellence



Last revised on 20th March 2015

Sangam School of Excellence

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SSE MISSION STATEMENT

SSE aims to develop in children the knowledge and skills to enable them achieve their career goals and become caring and open minded leaders who think global and act local.

Education at Sangam is a relentless quest for excellence, for the fullest possible development of a student's personality and potential viz. academic, spiritual, moral, social and physical- are the key endeavours.

Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents. Through the School's programs and activities, the children will learn to respect all cultures and communities, preparing them to become a part of our increasingly multi-cultural world.

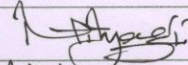
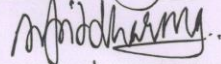
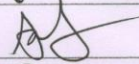
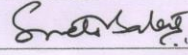
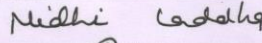
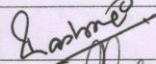
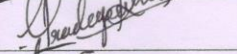
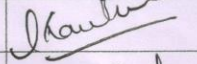

IB MISSION STATEMENT

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.

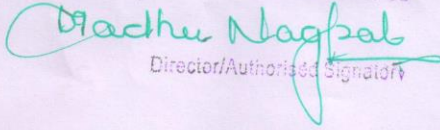
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

Assessment Policy Steering Committee

Sl.No.	Name	Group	Signature
1.	Dr. Meenakshi Tyagi	Admn.	
2.	Mr. Arpit Sharma	PLT	
3.	Mr. Shiv Khator	Teacher	
4.	Mrs. Sweta Batra	PLT	
5.	Mrs. Nidhi Laddha	PLT	
6.	Mrs. Rashmi Adhikari	PLT	
7.	Mr. Pradeep Sharma	PLT	
8.	Mrs. Kavita Chouhan	PLT	
9.	Mr. Achal Mandot	University Counselor	

For Sangam School of Excellence


Director/Authorised Signatory

IB DP STANDARD C4 and PRACTICES: ASSESSMENT

Assessment at the school reflects IB assessment philosophy.

Practices:-

1. Assessment at the school aligns with the requirements of the programme(s).

DP requirement

Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the DP extended essay.

STATEMENT OF INTENT

- SSE assessment policy provides guidelines and brings in uniformity in assessment procedures that align with the requirement of the program.
- It pronounces school's commitment to fair, unbiased and rigorous assessment.
- It outlines the procedures to record, analyse and report the assessment outcomes with the school community
- It intends inclusion of students in the process of assessment.
- It reflects school's belief of continual improvement.
- It serves as a source of reference.
- It synchronizes with other SSE policies.

STATEMENT OF ACTION

- It defines "what is assessment?"
- It mentions the assessment tools.
- It explains purposes and process of assessment: formative, summative and internal.
- It includes the Internal Assessment timeline.
- It includes criteria for awarding the diploma.
- It details grading and mark awarding procedures.
- Significance of assessment for stakeholders.
- It entails the recording and reporting procedures.
- It describes the nature of collaboration for assessment
- It includes Roles and responsibilities for implementing, evaluating and reviewing the policy.
- How does it link with other policy documents

WHAT IS ASSESSMENT?

- Assessment is an integral part of educational program (IB), undertaken with the motive of review and thereby improving students' performance.
- Assessment is the process of evaluating /measuring teaching and learning.
- A process that enhances students' learning and teachers' effectiveness.

ASSESSMENT TOOLS

- Formatives and Summative: Debate, presentation, seminar, Group Discussion, Dramatics, Extempore, recitation, report writing, letter writing, essay writing, survey, comprehensions, simulations, Blogs writing, demonstration, experimentation, Exhibitions, summarizing, Quiz, Written Tests, Role Play, worksheets, assignments, field trips etc. All these tools may be used summatively or formatively, depending on the use of their outcome.
- Internal Assessment: Oral/ Written Commentary, Exploration, research, Portfolio, Field Trips, Case Studies, Projects, Exhibitions, PSOWs, Essay writing etc.

PURPOSE OF ASSESSMENT

- Assessment (School's self designed and IB prescribed) plays a major role in the award of qualifications.
- The main purpose of assessment is to provide detailed feedback to teachers and students on the nature of students' strengths and challenges, and to help develop their capabilities.
- Formative Assessment (assessment for learning) and summative assessment (assessment of learning) blend with each other and help the learning to become complete.

- Formative and summative assessments supplement and complement each other.
- A formative test is to support learning. The teacher is seen as a supporter rather than a director of learning. They are carried out throughout a course or project and are used as aid to learning.
- Summative assessments, evaluative in nature, are generally carried out at the end of a topic/ lesson/ unit or project.
- Internal assessments support the external exams. They occur at regular intervals and thus avoid the risk of single occasion assessment's being over emphasized.
- The assessment has to take place early enough to be of use for learning purposes and for maximum learning benefits and best outcome. Students and teachers need to trust each other with willingness to expose and discuss all the areas related to subjects.

PROCESS OF ASSESSMENT

- The Diploma Programme curriculum is split into four terms of (starting with July of the DP First year and ending in May of DP second year).
- In each term, every unit of a subject is supported by a number of formative and summative assessments.
- For formative and summative assessments the students are assessed against the predefined rubrics. Teacher will identify relevant components pertaining to each tool and define the relative degrees.
- Formatives are reflective in nature to support the strength and limitations of both teaching and learning.
- In case of internal assessment components students submit drafts and the average grade is recorded.
- All the grades of the four terms and formatives will form the basis of Predicted Grades.

CALENDER FOR SCHOOL DEADLINES SESSION (JULY 2015 – MAY 2017)

DEADLINES		GROUP	SUBJECT	DESCRIPTION
TERM – 1 (July-Dec. 2015)				
July. 2015	1 st			Start of new session
	1 st - 3 rd			Orientation Programme
	7 th	CAS		Introduction to CAS meeting(students and parents) , CAS guide issued
	21 st	CAS		Overall CAS plan submitted and is approved by the coordinator
	30	Group 4		Orientation of Group 4 IA's
Aug. 2015	6 th -9 th			SANGAM FEST/MUN
	21 st	CAS		CAS interviews with CAS coordinator. Consultation between CAS coordinator and each student.
Sept 2015	18 th	Group 1	Lang A Lit	IOP-1
OCT 2015	TERM -1 Exams (26 th Oct - 6 th Nov , 2015)			
	7 th - 14 th			DIWALI BREAK

Nov. 2015	16 th	Group 3	ECONOMICS	Introduction to Portfolio 1
	19 th	Group 1	Lang A Lit	IOP-2
	21 th			PTM
	23 rd -26 th	Group 4	Respective subjects	First trial of IA
Dec. 2015	6 th			Annual Day Celebration
	15 th	Group 1	Lang A Lit	IOP-3
	18 th	Group 3	Economics	Submission of Portfolio 1
	21 st	Group 1	Lang A lit	IOP FINAL
	22 nd -28 th	Group 3	Business &Mngt.(HL)	Introduction to Research Project Introduction to Written Commentary
	29 th	CAS		Managebac entries check with each student
	30 th	Group 3-4	ESS	First draft of IA- 1
TERM -2 (JAN.– MAY. 2016)				
	Dec 31 st – Jan 6 th			Winter -Break
Jan 2016	16 th	Extended Essay		Orientation of Extended Essay
	18 th -25 th	Extended Essay		Students with supervisors choose and decide upon their subject and topic.
	21 st	Group 5	Math	Orientation for Math HL and Math studies SL –IA

Feb 2016	22 nd -28 th	Group 4	Respective subjects	Second trial of IA
	29 th	Extended Essay	All Subjects	Signing of the Extended Essay (Form 1) with subject and title and Supervisor's name.
	Term-2 EXAMS(1st Feb -15th Feb)			
	3 rd Feb- 8 th Feb	Extended Essay	All Subjects	Students meet with supervisor to discuss about research question and supervisor guide the student towards their own conclusion
	17 th –18 th	Group 1	Language A Lit	Written Assignment 1 st draft
	19 th	CAS		Consultation between CAS coordinator and each student.
		TOK		First Draft submission of TOK Essay
	20 th			PTM
23 rd – 24 th	Group 2	Respective Subjects	Introduction to IO and written assignment	
Mar. 2016	10 th	Group 3	Economics	Introduction to Portfolio 2
	16 th	Group 2	All Subjects	IOA -1
	17 th -18 th	Group-1	Language A Literature	Written Assignment 2 nd draft
	24 th	Extended Essay	All Subjects	Signing of the Extended Essay (Form 2) With Finalized Research Question. Discuss the schedule of the proceedings till the final submission.
	28 th	CAS		2 nd progress report and meeting with the coordinator.

	28th March-7th April,2016	Extended Essay	All subjects	Preparation and discussion with supervisors
Apr. 2016	5th	Group 3	Economics	Final Submission of Portfolio 2
	6th	Group 3	Business &Mngt.(HL/SL)	Topic choice and Registration.
	7th	CAS		Activities for DP2 planned and approved
	8th -22nd	Extended Essay	All subjects	Two weeks spent on research and writing preliminary draft
	11th			Orientation programme
	13th	Group 2	All Subjects	IOA -2
	21st	Group 2	All Subjects	IOA -3
	22nd	Group 1	Language A Lit	Written Assignment 3rd Draft
	23rd-26th	Group 1	Language A Lit	Written Assignment Final Draft
	27th	Extended Essay	All Subjects	Signing of the Extended Essay (Form 3) with Preliminary or the First Draft – (<u>first 1000 words</u>)
30th	Extended Essay	All Subjects	Supervisors will revert back with feedback/ recommendations	

SUMMER- BREAK (2 MAY-14 JUNE, 2016)

IB YEAR-2

Jun. 2016	17 th	Group-5	MATH	Introduction of project for Math studies SL
	20 th -24 th	Group 4	Respective subjects	Third trial of IA

TERM-3 (JULY- DEC, 2016)

July 2016	1 st - 6 th	Group 1	Lang A Lit	IOC-1
	8 th	Group 3	Business &Mngt.(HL/SL)	First Draft Submission.
	15 th	Group 2	All Subjects	Written Assignment first draft
	21 st	Group 2	All Subjects	Written Assignment second draft
	22 nd	TOK		First TOK PRESENTATION
	25 th	Extended Essay	All Subjects	Signing of the Extended Essay (Form 4) Second Draft to supervisor – (2000 words). It should include: a) Introduction , b) Development of work done to date, c) Conclusion concerning results to date
	29 th	Group 3-4	ESS	Second draft of IA-1
30 th	Extended Essay	All Subjects	Supervisors will revert back with feedback/Recommendations	

	5 th -7 th Aug			SANGAM FEST
Aug 2016	16 th	Group-5	MATH	Introduction of exploration for math HL and First draft submission of project Math studied SL
	17 th – 19 th	Group 2	All Subjects	IO second trial
	20 th	Group 3-4	ESS	Final draft of IA-1
	25 th	CAS		3 rd Progress report
	26 th – 28 th	Group 2	All Subjects	IO Third trial
	31 st	TOK		Second TOK Presentation
Sep. 2016	1 st – 6 th	Group 1	Lang A lit	IOC-2
	3 rd			UGC Orientation stage-1
	6 th – 9 th	Group 2	All Subjects	IO final recording
	12 th	Group 3	Economics	Introduction to Portfolio 3
	14 th – 19 th	Group 1	Lang A lit	IOC Final
	16 th	Extended essay	All Subjects	<p>Signing of extended essay (Form 5) with third draft to supervisor. It should include-</p> <p>a)Introduction</p> <p>b) Development of work done to date</p> <p>c) Conclusion concerning results to date</p> <p>1 hard copy to supervisor and a soft copy on</p>

				turnitin.com
	20 th	TOK		UGC Orientation stage-2 Third (Final) TOK Presentation
	23 th	Extended essay	All Subjects	Supervisors will revert back with feedback/Recommendations
	26 th	CAS		3 rd consultation between CAS coordinator and each student.
	27 th	Group 3	Business &Mngt.(HL/SL)	Second Draft Submission.
	28 th	Group 4	Respective subjects	Group 4 Project – Session 1 – Orientation Programme and formation of students’ group.
	30	Group 5	Math	First draft submission of exploration for math HL and Second draft submission of project Math studied SL
Oct. 2016	3 rd	Group 4	Respective subjects	Group 4 Project – Session 2 – Groups in conjunction with teachers will brainstorm and finalize the topic.
	7 th	Group 3	Economics	Final Submission of Portfolio 3
	Term -3 exams (IB YEAR -2) (14th Oct – 27th Oct)			
	DIWALI BREAK (31st Oct – 4th Nov ,2016)			
	8 th Nov	Group 4	Respective subjects	Group 4 Project – Session 3 – Groups will submit their action plan mentioning in detail the timelines and

				material required.
NOV, 2016	9 th	Group 4	Respective subjects	Group 4 Project – Session 4 – The groups will now work on the project for six hours.
	10 th	Group3-4	ESS	IA-2 First draft
	11 th			PTM
	15 th	Group 3-4	ESS	IA-2 second draft UGC Orientation stage-3
	16 th	Group 4	Respective subjects	Fourth trial of IA
	21 st	TOK		First Draft of TOK Essay
	22 nd	Group 4	Respective subjects	Group 4 Project – Session 5 – Presentation of the project.
	23 rd	Extended Essay	All Subjects	Final Draft-1 (Form 6) with Grades as per criteria
	24 th	Group-5	MATH	Second draft submission of exploration for math HL and Final draft submission of project Math studied SL
	25 th	Extended Essay	All Subjects	Final Draft-2 (Form-7) with Grades as per criteria
	28 th	Group-5	MATH	Final Draft Submission of Exploration for Math HL
	29 th	TOK		Second draft of TOK
	30 th	Group 3	B& M(HL/SL)	Final Draft Submission.
Dec.	6 th	Group 3	Economics	Introduction to Portfolio 4

2016	10th			Annual Day Celebration	
	12th	CAS		4th progress report and meeting with coordinator.	
	14th	Group 3-4	ESS	Final draft of IA-2	
	16th	Group 3	B& M.(HL/SL)	Submission of Works with Cover sheet to DPC.	
	19th	TOK		Submission of final TOK ESSAY	
	23rd	Group 4	Respective subjects	Final Submission of IA	
WINTER BREAK (30TH DEC ,2016--6TH JAN, 2017)					
TERM -4-(JAN.- MAY. 2017)					
Jan. 2017	16th	Group 3	Economics	Final Submission of Portfolio 4	
Feb. 2017	Term -4 Exam (IB YEAR 2)				
	2 nd Feb. 2016	9:45 am	English/Hindi A1 (HL/SL) Paper-1	12:30 pm	English/Hindi A1 (HL/SL) Paper-2
	3 rd Feb. 2016	9:45 am	English/Hindi B (HL/SL) Paper-1	12:30 pm	English/Hindi B (HL/SL) Paper-2
	6 th Feb. 2016	9:45 am	Economics (HL/SL) Paper-1	12:30 pm	Economics (HL/SL) Paper-2
	7 th Feb. 2016	9:45 am	B & M/ Chemistry (HL/SL) Paper-1	12:30 pm	B & M/ Chemistry (HL/SL) Paper-2
	8 th Feb. 2016	9:45 am	Physics (HL/SL) Paper-1 E.S.S. (SL) Paper-1	12:30 pm	Physics (HL/SL) Paper-2 E.S.S. (SL) Paper-2
	10 th Feb. 2016	9:45 am	Math HL/ Studies Paper-1	12:30 pm	Math HL/ Studies Paper-2

	15th	Group 4	Respective subjects	Submit PSOW Grades to DPC
	16th			Farewell
	18th			PTM
Mar. 2017	16th	CAS		CAS meeting with coordinator. Final progress report made. Student's final summary made and evaluation written.
MOCK TEST (20th March-31st March, 2017)				
Apr. 2017	4th	CAS		Presentation by students to show how their programme went and how did they achieve their eight learning outcomes.
	10th			PTM
May. 2017	Final exams			

LATE SUBMISSION

- Late work will be graded at the teacher's discretion. Clear guidelines will be given to the student at the beginning of the school year.
- Students are responsible for finding out about any work that they miss out.
- Pending work due to absence should be submitted on the first day the student returns to school.

Work assigned during absence is due on its regular due date unless prior permission is granted by the teacher.

CONDITION FOR THE AWARD OF THE DIPLOMA

Award of the IB Diploma (adapted from the General Regulations: Diploma Programme)

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

ASSESSMENT AND STAKEHOLDERS

Teachers

- To evaluate learning.
- To provide effectiveness and improvement in instruction.
- To use their professional judgement and provide unbiased feedback on students' performance.
- Assessment for learning is core to classroom practices.
- To understand the differences in learning outcomes.
- To provide differential strategies for variation in learning outcomes.
- To identify and support the SEN learners.

Students

- Be independent learners, evaluate their own performance and be responsible as to adhere to the deadlines.
- Realize their strengths and challenges.
- Understand the significance of grades in university admission.
- Effectively use the tool of formative assessment for better preparedness of external exams.
- Understand the rubrics used for different assessments and correlate their self assessment with that of the teacher/ moderator.
- Learn about the extent of knowledge, skills and attributes acquired.

Parents

- Assessment provides information to parents about the learning outcomes

- Can reflect on child's learning needs and determine their role.
- Need to understand their responsibility and extent to which they may help their child.

RECORDING AND REPORTING

- The annual report provides parents with a summary of their child's achievements in all aspects of school life over the course of a year. It enables parents to see clearly what progress has been made and what can be done to assist progress in the future.
- School plans to use managebac for all its recording and reporting of assessments.
- There will be four term-end Parent Teacher Meetings. Parents will be informed about the PTMs by the means of a circular sent by the school.
- Apart from the periodic PTMs, School will circulate to parents the contact details (e-mail addresses and phone no.) of all the concerned teachers with specified contact timings and include them in the whatsapp class group.
- By commenting clearly and perceptively on the child's progress, and by the inclusion of targets for future learning the report can help parents, pupils and teachers.
- Written comments on reports to parents will be evaluative and descriptive and will give a clear picture of the child's attainment in each subject. Special care should be taken to ensure that all the details have been thoroughly checked. All reports must be given to the Principal for signature at least one week prior to (PTM).
- Parents who fail to attend PTM will be given an alternative time by the teacher. If there is still no response, then the report will be sent home.

COLLABORATION FOR ASSESSMENT

1. Collaboration is informed by assessment
2. Assessment is analysed during collaboration
3. Collaboration gets direction to differentiated instructional strategies
4. Internal Assessment Timelines are reviewed during collaboration
5. Collaboration provides overview of varied assessment practices
6. Policy is reviewed collaboratively.

ROLES AND RESPONSIBILITIES

While Formulating

1. PLT remains involved in formulation of the assessment Policy based on following IB publications:

- a. Guidance on how to develop a School assessment Policy
- b. Diploma Programme Assessment : Principles into Practice
- c. Diploma Programme Principles into Practices

2. While Implementing

The Document is shared with entire school community and becomes the responsibility of every individual to abide by the clauses and incorporate it into their curriculum and deliverables.

3. For Reviewing

The (APSC) Assessment Policy Steering committee is responsible for reviewing the policy annually in the month of March.

The policy will be reviewed on the basis of feedback collected during the year.

The Review is done in a process of collective reading and brainstorming.

LINKS WITH OTHER POLICY DOCUMENTS

WITH LANGUAGE POLICY

- The Language Policy states all teachers to be language teachers so as to help students, who write answers in a language other than their First Language.
- Such Students will be excused of their minor grammatical mistakes and other typical language issues. Teachers will suggest them of the improvements.
- All assessment Recording and Reporting will use English.

WITH ACADEMIC HONESTY POLICY

Assessment policy is strongly connected with the academic honesty policy. All submissions have to be original works of students. The school makes use of

Turnitin.com for their originality check services. Students are encouraged to take responsibility of their own learning.

With SEN Policy

Assessment Practices include differentiated instructional strategy as well as differential assessment process and criteria to cater to the special needs and styles.

REFERENCES

This policy draws inferences from the following documents

1. Guidelines on designing a school assessment policy
2. Diploma Programme: Principles to Practice
3. Diploma Programme Assessments: Principles into Practices