ASSESSMENT POLICY

PHILOSOPHY OF ASSESSMENT AT SXHS

Assessments are integral parts of the teaching and learning process. The goal of striving for the best is consistently emphasized to students. Throughout our assessment practice, we strive to maximise student's experiential learning.

As a result of assessments, students receive appropriate and timely feedback, allowing them to reflect on their learning and become better enquirers. This empowers the learners to gain confidence, knowledge, balance, and open-mindedness.

In addition, teachers can use assessment results to develop curriculums and improvise teaching and learning methods.

Continuous assessment at regular intervals is vital in any teaching or learning process.

We treat assessments as complementary to learning outcomes. The prime purpose of assessments is to evaluate, inform, correct, and reinforce concepts.

More over the assessments also serve the following purposes at SXHS-:
- It helps to determine if the learners are ready to learn new topics based on their understanding of the subject matter.
- It is a tool to gauge their comprehension of English.
- Determine learning targets achieved and new ones to be set.
- To motivate learners to engage actively to reflect and review their learning outcomes.
- Identify students who need individualized attention.
- Special needs students will be identified.
- Assessments serve as a basis of dialogue between parents and teachers for future courses of action.

WAYS OF ASSESSMENT

At SXHS, assessments are bifurcated into formative and summative assessments.

Formative Assessment
Regular and continuous assessments are conducted which are integrated into daily instruction and assists instructors in determining what the learners already know and what they are capable of, in order to prepare for their future learning and development.

It is important to assess students' strengths and limitations in order to ensure that different teaching methods are taken into consideration.

The ways of formative assessment are:

- Analysing student work through either self-assessment or peer assessment.
- Critical questioning method where the teacher asks higher-order questions to assess the understanding of the students based on their answers.
- Group discussion among students.
- One-minute papers or summary where students write briefly about a topic for a minute to showcase their key learning.
- Conducting spontaneous quizzes.
- Mind maps or collage making.
- Peer questioning related to a particular topic taught.
- Presentations by students through multimedia or verbal short stories.

Summative Assessment

Summative evaluation measures comprehension of the skills and knowledge that have been covered, it takes place at the conclusion of a teaching unit or a subject. They generally lead to the student acquiring a specific grade, which can either be a letter grade or a numbered level which tells the student of their academic performance. These findings can also be used by teachers to assess the effectiveness of their approaches and determine whether modifications need to be made.

The ways of summative assessment are:
- Written assessments - This could be a narrative, an essay, or an original creative writing. Anything that enables students to demonstrate their knowledge of a subject in a detailed textual fashion.
- Performance evaluations - Interactive exercises and projects that allow students to demonstrate their skills. These are especially helpful for performance-based topics like music and drama.
- Standardised Assessments
- Oral Assessments - To assess the communicative skills of a learner by means of multimedia presentations etc.
- A final project or portfolio.

The time frame is one of the main distinctions between formative and summative evaluations. Formative assessments are **ongoing and may occur as frequently as a teacher deems necessary for their class, whereas summative evaluations are always at the conclusion and consist of a single test or project.** Summative evaluations are therefore typically more formal than formative ones.

TOOLS FOR ASSESSMENT

- In order to judge the quality of student work, teachers use concrete examples and samples.

- It is the teacher's responsibility to create a checklist for the students. The list can be used for individuals, groups of students, or the whole class, to document their progress.

Assessment, Examination and Award Criteria For IBCP

In the IB Career-related Programme, students are assessed internally by the school as well as externally by the International Baccalaureate.
- At the end of each DP course, a written examination is given. International standards are used to assess and grade these by IB examiners.
- Each course is graded on a scale of 1 to 7 (lowest to highest).
- IBCP students must achieve a grade 3 or higher in at least two DP courses to be eligible for the CP.
- In addition to the four CORE elements, students are expected to complete a reflective project (assessed by the school but graded by the IB). Development of personal and professional skills and language skills (assessed by the school).
- Modules of the CRS must be completed and assessed by the provider (WACP for our school)
- No penalty should have been imposed on the student for any academic misconduct.

Grading system for the Career-Related Study

SXHS offers Business Administration as a CRS.There are 720 hours of guided learning in the career related study.

CRS modules consist of Individual Assessment Criteria (evaluated both internally by the school and by WACP). These are divided into two subsections for assessment
1. Continuous Internal Assessment
2. Assessment by IB

These assessments are conducted by the school and moderated by the CRS provider.
The CRS examination is held just before the DP examination, which is conducted twice a year. Students and parents will be notified via email of the results of the CRS modules.

Diploma course grading system

As part of CP studies, SXHS offers two DP subjects, namely Economics (SL) and Business Management (HL).

There are, however, some restrictions, including:
- Higher-level (HL) and standard-level (SL) students cannot register for the same subject twice.
- Pilot subjects are not available to students
- HL and SL subjects cannot be completed in one year (IBCP is a two year programme).

In accordance with IB guidelines, the following systems are in place to assess students' work for teachers' records and for parents' reports. According to IB guidelines, DP courses are assessed by IB.

IB follows a 7-point grade system (wherein 7 is the highest and 1 is the lowest). The table below allows for general descriptors to the assessment task with specific details where necessary. The written examinations in the diploma courses are assessed by external IB examiners on the following parameters.

Grade		Remarks
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis

		and evaluation where appropriate and occasionally demonstrates originality and insight
4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum passing grade.
2	poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
1	Very Poor	Minimal achievement in terms of the objectives

(ref: International baccalaureate diploma programme – a guide to assessment. International Baccalaureate Organization, 2014.)

Grading system for IBCP core

When it comes to assessment, teachers are encouraged to develop their own assessment criteria after collaborative deliberation for all core components (except the reflective project). Schools then report to the IB whether a student has satisfactorily completed the requirements of the core. The grade awarded for the reflective project is reported to the IB.

Assessment of the Reflective Project:

To attain the eligibility criteria of the assessment for the reflective project, students are required to complete a minimum 50 hours of this CP core . The school evaluates the reflective project. IB then chooses a sample for the school to submit to an external moderator for verification of the school's scores. Students are required to submit a 3000-word essay at the conclusion of the reflection project or a combination of a 1500–2000-word essay and another format, such as a film, oral presentation, interview, performance, or display. The permitted additional formats are:

• A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
• A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their reflective project.They can choose to submit a written script instead (700 words).
• An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
• A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).
• A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate ideas.

The following are the criteria for the assessment of the reflective project.

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	• Ethical dilemma and issue	6 marks

	• Research question	
	• Methodology	
B: Knowledge and understanding in context	• Context • Local or global example • Alternative perspectives and perceptions of dilemma	9 marks
C: Critical thinking	• Research • Analysis • Discussion and evaluation	12 marks
D: Communication	• Structure • Layout	3 marks
E: Engagement and reflection	• Process • Engagement • Research focus	6 marks
Total Marks		**36 marks**

(ref: reflective project guide, IB resource centre, 2016)

Assessment of the Language Development Core
The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. This is not assessed by the IB but may be subject to sample review during CP evaluation. Progress of language development is assessed based on the progress of the language portfolio or via the aid of online apps such as Duolingo that automatically track progress. Language development runs concurrently with the other elements of the CP core.

Assessment of the Personal and Professional Skills Core
Personal and Professional Skills constitute 90 hours of the IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. Every PPS course is unique to the school and created by the school in the local area with reference to the global context. The assessment of PPS core is interconnected with the whole IB career related programme as a unit. Teachers may use interactive ways to assess the understanding of this component as well as to focus on the problem areas. Formative assessment techniques are encouraged for the assessment of Personal and Professional Skills.

Assessment of the Service Learning Core
Service learning consists of 50 hours of the student's CP core dedicated to authentic real-life service-learning projects. All CP students are required to engage in a service-learning programme. Completion of service learning is based on student achievement of the five service-learning outcomes. As part of the programme, students engage in three interviews with their service-learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.
- The first interview is at the beginning of the service-learning programme.
- The second interview is at the end of the first year of the service learning programme.
- The third interview is at the end of the service-learning programme. The provision of service learning is expected to run concurrently with the other components of the CP core.

All students are required to maintain and complete a service-learning portfolio as evidence of their engagement with service learning throughout the programme and of application of the five stages of service learning. While not formally assessed, the portfolio gives students an opportunity to outline and reflect on their service-learning experience.
− Investigation: students are expected to examine a specific issue and identify a need within the community. Having an inventory of interests, skills, talents and areas for personal growth, students can make choices based on their priorities and abilities and the designated need
− Preparation: students spend time obtaining knowledge to assist them recognise the real needs of the community and coming up with a plan.
− Action: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners or in groups.
− Reflection: Students reflect keeping in mind personal, local, and global contexts. Continuous reflection is vital to assist informed action and determine subsequent steps.
− Demonstration: students need to be specific in the how, what, and why of their learning and this ought to be documented simultaneously and build on the service-learning portfolio.
(Ref: thinkib.net, career-related programme for the IB by Rebecca Pickard, November 2021)

How the CP outcome is calculated
There is no 'points score-card' associated with the CP certificate.

The CP certificate will be awarded to a candidate provided all of the following requirements have been met.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- The candidate has been awarded at least a D grade for the reflective project.
- The school has confirmed that all personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the final award committee. The career-related diplomas and reflective project grades are confirmed by the same final award committee as the DP.

STANDARDIZATION AND MODERATION OF INTERNAL ASSESSMENT

Teachers discuss and decide, in consultation with the IBCP Coordinator, on the school's moderation policy. It will also be ensured that grades are accurate, reliable, and fair across all subjects and components, as per the prerequisites of IB. Every examiner must adhere to this standard during the marking process.

For internal assessments, a sample of internally assessed coursework will be submitted for moderation to the IB. This involves validating IA marks and applying a moderation factor, if required. As a result of moderation, the IB can align marks awarded to all schools taking the assessment with the global standards. Teachers are encouraged to write comments on all candidates' work submitted for IA to indicate how marks have been allocated. These comments are very helpful to the examiners who moderate this work.

The Coordinator must also submit a sample of the work the teachers have internally assessed, for moderation, along with the marks and predicted grades.

(REF: Career-related Programme Assessment procedures 2022, IBO resource centre)

CANDIDATES WITH ADVERSE CIRCUMSTANCES

A candidate's performance may be adversely affected by unanticipated or adverse circumstances beyond his/her control. Those circumstances may include temporary illness, temporary injury, severe stress, exceptionally difficult circumstances in the family, bereavement, or any other circumstance that threatens the candidate's health or safety. Civil unrest or natural disasters that could affect the entire school community are also considered.

If there is an adverse circumstance, a candidate must submit a 'Form of Adverse Circumstance' to the IB assessment centre. Medical documentation may be required depending on the circumstances. To qualify, candidates must submit the form no later than 10 days after passing their final examination at the IB Assessment Centre.

A candidate is temporarily too unwell to take the examination(s)

The coordinator may request an emergency rescheduling if a candidate is too ill to take an exam according to schedule. It is important to adhere to all emergency rescheduling regulations; unauthorized rescheduling will result in the candidate's mark being invalidated.

A candidate is unwell or injured and is in hospital/at home
At the coordinator's discretion, an examination can be administered in alternative locations (for instance, at home or in a hospital) if the circumstances warrant it. The school must allocate an invigilator and all regulations regarding administering examinations must be observed. Parents, guardians and family members cannot act as an invigilator.
If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:
The use of a word processor or 25% additional time, depending on the circumstances or the candidate to work with a scribe.
Any such arrangements must be reported to the IB.
If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. In case of absence, the candidate must be reported to the IB.
A candidate may take a rest break before an examination if the coordinator deems it appropriate. IB should be notified of the circumstances.
The coordinator may allow candidates who have sustained a physical injury to write their answers in the following ways:
Using a word processor or 25% additional time, depending on the circumstances. If a candidate is absent from an examination, an individual coversheet (marked as absent) is sent to the scanning centre to report the absence to the IB.

A candidate is absent from an examination
If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

There is a power failure at the school
During a power outage, if there is not enough light to continue, the examination should be stopped.Candidates should remain at their seats, without communicating and under supervision, until the examination can resume if the failure is likely to be short-term. It is important to adhere to the time limit for the examination.
The examination should be suspended if the failure will last longer than a week, or for an indeterminate amount of time.In the case that the examination has already begun (candidates have seen the content of the paper) and they are not able to resume, collect the candidates' scripts and submit them for assessment. The IB will be emailed a full report as soon as possible.The examination must be rescheduled as soon as possible if the examination has not begun (candidates have not yet seen the paper content). It is the coordinator's responsibility to ensure the security of the examination is maintained and to submit a full report to the IB as soon as possible after the examination.

The examination room has been evacuated because of a fire alarm, bomb threat or natural disaster
This procedure should be followed if the examination room needs to be evacuated, such as in the event of a fire alarm, bomb threat or natural disaster.
Candidates should be instructed not to communicate with each other and to turn over their scripts so they cannot be read. The time when the examination was stopped should be recorded.The candidates should be evacuated and reminded not to communicate.
Candidates may return to the examination room to complete the exam if time permits. Note the time the examination restarted and allow the remainder of the time for the exam.

If arranging an alternative venue or returning to the original examination room is not possible, the examination should be suspended.

- If the examination has begun (candidates have seen the content of the paper) and candidates are not able to return after the evacuation to complete the examination, collect the candidates' scripts and submit them for assessment as usual. Email a full report to the IB as soon as possible afterwards.

CONDUCT OF EXAMINATIONS

The conduct of the examinations will be in accordance with the IBO guidelines. Malpractices at the time of examination will have severe repercussions as listed in the academic honesty policy. The IBCP coordinator ensures that invigilators are well aware of their responsibilities for the smooth and efficient conduct of subject examinations.

· The IBCP coordinator ensures that all question papers and support materials have been received according to deadlines.

· The IBCP coordinator ensures that the examination papers have been stored in a safe place with limited access and that no tampering has been done. The seal is only opened in the examination room in the presence of the invigilators and students.

· A cover sheet needs to be completed for each examination.

· It is the responsibility of the subject teachers to recheck that all papers have been printed correctly and that the required support material is available.

· All invigilators are equipped with a copy of the IB conduct for examinations which they carry to the examination hall.

· Any misconduct will be challenged, investigated and dealt with severely. Any material suspected of being used for cheating will be immediately confiscated and an immediate action will be taken for malpractice.

PROTOCOL FOR MISSED ASSESSMENTS

In the unfortunate event that the student is unable to sit for an examination or submit an assignment due to adverse circumstances, then the IBCP coordinator and HOS may at his/her discretion post deliberation conduct a re-examination for the student provided that the reasons for absence are verified.

RESULTS OF ASSESSMENT

Summative assessment results will be shared with students and parents/ guardians at the end of assessment period. The outcomes of the same will be discussed in the annual parent-teacher meeting. Parents/ guardians are updated about student progress via email where necessary. Results of termly reports are also shared with parents over email.

AIU ACCREDITATION

The IBCP certification has been recognized and accredited by the AIU association of India. For the purpose of application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

STUDENTS WITH SPECIAL NEEDS

In accordance with the school inclusion and special needs policy, the HOS, IBCP Coordinator with the assistance and input of the subject teachers and school counsellor are responsible for making adequate arrangements for the teaching and assessment of students who may require additional learning support.

The following is the protocol which is followed in such cases:-
1. The teacher / counsellor refers the learner to the Special Educator after certain observations
2. The Special Educator conducts a series of observations to assess the needs of the learner.
3. A formal report is prepared with valid recommendations. This is also shared with HOS, IBCP Coordinator and parents/guardians.
4. An action plan is formulated to best help the student.
5. Frequent reviews are conducted to assess progress and/or further requirements.

POLICY REVIEW

Teachers and examiners review the policy quarterly and suggest changes and additions as necessary. With collaborative effort from the school pedagogical team, teachers, head of school, core supervisors and the IBCP coordinator, the policy is subject to be reviewed biennially.

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