



**SEEDLING**  
**INTERNATIONAL ACADEMY**  

---

**ACROSS EDUCATIONAL HORIZONS**

## **ASSESSMENT POLICY**

**December 2018**



**What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources.**

***(Peterson 1971: 27–55)***

Assessment is the foundation on which we base our future planning and practice; it is an important part of any teaching learning process as it enables one to identify what the student already knows and will learn at different stages of his/her journey through school. Frequent, regular, continuous assessment is fundamental to all teaching and learning.

Seedling International Academy has its own Assessment Policy which is currently aligned with the pattern of the examination developed by the school and the Cambridge and IB Boards. The IB Diploma Programme assesses each student on his/her relative progress encouraging students to set their own goals, analyse and reflect upon learning outcomes rather than evaluating absolute growth. The school has retained the unique individuality of formal Cambridge and IBDP assessment while developing its own schedule for assessment. The Seedling Assessment Committee comprising of IBDP faculty members have collaborated and reflected to formulate the 'Assessment Policy'. Ultimately, it is a tool for all stakeholders to interact and deliberate to ascertain that the learners move in a direction which would make them more confident, knowledgeable, balanced and seekers of excellence in all that they do.

### **EDUCATIONAL AIMS OF THE ASSESSMENT POLICY:**

Our aim is to develop an assessment strategy

- that is based on student – centered learning.
- that supports the curricular and philosophical goals of the Diploma Program
- that reflects reliability.
- that focuses on the learning outcomes specified by the Boards.
- that keeps a track of each student's achievement levels.
- that helps the students to develop learner profile attributes as specified by the IB.
- that reflects international mindedness wherever possible, free of cultural bias.
- that identifies the areas of strengths and weakness of the student so that he/she may work upon these accordingly.
- that encourages students' comprehension of concepts, acquisition of skills and expression of knowledge and attitudes.

- that strengthens the students for high level University entrance examinations.
- that provides provisions for review of the teaching-learning process.

### **OBJECTIVE OF THE ASSESSMENT POLICY:**

Assessment is complementary to the learning outcomes, curricular demands and is student centric. In a way, the major objective of assessment is evaluation, information, correction and reinforcement of concepts, content and context.

The assessment practices at SIA across the age groups will lead to the realization of the following objectives:

- ◆ Integration of planning, teaching and learning.
- ◆ Clarity of systems and practices to the stakeholders – teachers, learners and parents.
- ◆ Balance in formative and summative assessments.
- ◆ Peer assessment, self-assessment and reflection.
- ◆ Pre Assessment- ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment.
- ◆ Analysis of individual student's needs.
- ◆ Effectiveness in curriculum management and teaching methodology.
- ◆ Acquisition of IB Learner Profile.
- ◆ Evolution of the learner as a global citizen.
- ◆ Develop Approaches to Learning ( ATL)

### **PRINCIPLES OF ASSESSMENT:**

The Seedling administration and staff believe that assessment plays a pivotal role in planning, teaching, assessing, reporting and reflecting. The assessment practices are specific, reflective, ever evolving and criteria – referenced.

### **THE SEEDLING ASSESSMENT POLICY ALLOWS STUDENTS TO:**

- demonstrate conceptual understanding and skills.
- reflect on critical thinking abilities.
- make use of different learning styles and intelligences.
- indulge in self-assessment.
- reflect on their learning and performance according to their strength.
- set goals for higher scores.

**The Seedling Assessment Policy will:**

- allow parents to keep a track of their wards day to day progress as well as semester-wise growth.
- help students and teachers to gain opportunities to enhance their growth by ascertaining what works well and what doesn't.

**The Seedling Assessment Policy requires teachers to:**

- work honestly and diligently.
- use assessment to inform and improve instruction.
- plan a variety of assessments.
- recognize students' different learning styles and develop assessments to use these styles.
- recognize students' level of language competency and consider this when developing assessments.
- make students aware in advance of the criteria required for producing a quality product.
- evaluate in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs.
- provide timely and clear feedback that is constructive towards future learning.
- maintain detailed assessment records.
- adhere to IB prescribed assessment criteria.

**Effective assessment requires administration to:**

- train teachers to keep themselves updated with several new methodologies and teaching strategies besides supporting them in developing new assessment strategies.
- provide them enough time to plan and reflect.
- train them on a regular basis.
- use student performance data to set school-wide, departmental, and individual goals.
- keep the parents informed by regular reporting.

The Seedling Assessment Policy focuses on assessment expectations, standards and practices that are introduced at the beginning of the school year and are an integral part of the class and homework activities.

The formative assessments lay the foundation for the assessment of the student during the summative. The policy ensures that the summative and formative assessments together support the students' learning.

**LINKS WITH OTHER POLICIES OF SIA:**

The Assessment Policy works in tandem with the Admission Policy, Language Policy, the Academic Honesty Policy, SEN Policy of SIA.

◆ **The Admission Policy** – Irrespective of the child's age group, an element of assessment is in place when the learner seeks admission to SIA. The informal assessment takes place through a personal interaction and interview and a formal assessment is conducted through a written exam. In the written examination, emphasis is laid on assessing competence in reading, writing and mathematical skills. Through this, the school management is able to ascertain the capability and the attitude of the learners as well as the cultural and academic background of the student.

◆ **Language Policy**: As a result of assessments at various stages of education, a feedback is prepared for the three stakeholders i.e. the student, the parent and the teacher. This aids in devising strategies for future learning. The major emphasis is laid on the language acquisition skills since it is a major aspect of interaction and learning. Language acquisition reflects upon the child's academic and emotional growth. Therefore the language policy stresses on the adequate development of mother tongue in addition to the language of use.

◆ **Academic Honesty Policy** – Academic Honesty is a major benchmark to measure the level of achievement of the objectives of assessment. Every teacher takes care from the outset that the student is informed and groomed to inculcate the habit of honesty with special emphasis on assessment. This helps to build the value of academic integrity. During the classroom interactions, the teachers make it a point to appreciate the students' efforts of acknowledging the source that have been referred to for the purpose of research. This in turn motivates the learner to be consistent with this value. The gradual grooming of the learner results in an academically honest effort by the students in all learning areas, and subsequently in the submission of all IAs and EEs. Failure to stick to academic integrity has severe consequences as prescribed in the Academic Honesty Policy.

◆ **Inclusion Policy** – For the students with special education needs, the school has a team of qualified and compassionate educators and teachers. The assessment of these students is in consonance with the exclusive requirement of each child's learning needs. Since these students are integrated with the main stream students, the teachers design their assessments differently and appropriately.

## **ASSESSMENTS**

### **FORMATIVE ASSESSMENT:**

In the Cambridge Primary Years, formative assessment is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessments occur throughout a learning unit or process. They are conducted individually, in groups or in pairs, through a wide range of strategies and tools.

In Middle and Senior school, the demands for various subjects are varied which result in different kinds of formative assessments designed by the respective departments and the teachers.

In Languages, the formative assessments range from debates, speeches, talks, extempore, to creative writing, power point presentations, quizzes, role plays, dramatizations, etc. The teachers of Mathematics assess the students through flash cards, mathematical quizzes, number games, puzzles, expenditure recordings, abacus, real life measurement activities, graph plotting, etc. The students of Science are assessed formatively through projects, experiments in the laboratories as well as in the fields, quizzes, power point presentations model making — static and working, etc. In the sphere of Business Studies, formative assessments happen through discussions, debates, presentations, case studies, talk shows, etc. Quite often, formative assessments are to a great extent impromptu, based on unrestricted creativity and expression and are more or less internal investigations. Some common formative assessments across the streams and classes are class tests, worksheets, short written assignments and presentations. These formatives are also scheduled in the annual calendar to give them greater credibility and value.

### **SUMMATIVE ASSESSMENT:**

In Primary classes, Summative assessments take place at the end of a semester. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over a course of time. It is a formal ending of a semester. Summative assessments in middle and senior schools are controlled and conditional. They are, to a great extent, external examination oriented and have very limited freedom since they are more or less designed on the pattern of examination conducted by the certificate / diploma awarding educational body. The Summative assessments happen in the form of two well

documented and recorded unit cycles and two terminal examinations (First and Second Summative). Students who are writing the two year term-ending examination (IGCSE and IBDP) are specifically exposed to two preliminary or mock examinations to prepare them for the final certificate / diploma examination. The assessment criteria is shared with students and parents at the start of the programme Each component in the IBDP summative examination is evaluated strictly in adherence with the assessment criteria provided by the IB. Students and parents are provided feedback based on that. The DP grade descriptors and IB grades( 1 to 7 ) are used for reporting student progress.

### **IBDP:**

This is a two year programme. SIA admit students who are a heterogeneous group coming from National Curriculum background such as CBSE as well as International Curriculums - IGCSE / MYP.

It is a comprehensive, high stakes, criterion related assessment system which encompasses emotional, social and intellectual aspects of the learners' personality and reinforces the standards set by IBO.

### **INTERNAL STANDARDISATION:**

The process of collating samples of student work for the standardization process by providing copies to other teachers is encouraged, when and wherever possible. The discussions among different facilitators lead to shared descriptions about how to arrive at final grades.

### **IBDP GRADING SYSTEM:**

All subjects in the Diploma programme are assessed both internally and externally. The Internal Assessment is marked by the subject teachers and then sent to IB for moderation. The External Assessment takes place in the form of written exams at the end of the two year programme. The subjects are marked on a range of 7 to 1, 7 being the highest. Each subject has its own grade descriptors that qualify the grade.

### **FAILURE TO SUBMIT ASSIGNMENT/ ABSENCE FROM ASSESSMENT:**

If a student fails to submit school work on time, without a valid reason, the Principal and the parents are notified. For IB assignments, the school prescribed deadlines must be strictly adhered to.

In the case of school held formative and summative assessments, the parent has the responsibility to inform the school in advance of the absence, notifying the reasons for the same. The result is determined as an estimate from the number of assessments..

**IB PREDICTED GRADES:**

The predicted grade is awarded to the students before she / he proceeds for the final written examination. This predicted grade is compiled on the basis of the learner's two year performance, the learner's performance in the internal assessments and the teachers' observation and perception. The predicted grades to be submitted to the IB are based on the subject specific grade boundaries released by the IB for the May-Session every year. These grades are often used by Universities as an evaluation tool in determining the suitability of an applicant as well as by the IBO as a basis for review of student work if the awarded grade varies significantly from the Predicted Grade.

**RESPONSIBILITIES OF KEY STAKEHOLDERS**

Due to the essential role of assessment, certain expectations are assumed by all those committed to the Diploma Programme at SIA and to ensure that students meet their learning goals.

**RESPONSIBILITIES OF THE TEACHERS**

- ◆ To submit appropriate documentation to the IB coordinator by prescribed deadlines, i.e. mark centres, predicted grades and Internal Assessments.
- ◆ To maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress.
- ◆ To communicate with students and parents frequently regarding student progress.
- ◆ To work collaboratively with other teachers to assess instructional strategies leading to student achievement.
- ◆ To plan and prepare term assessment papers in keeping with subject aims and scheme of work.
- ◆ To use a variety of instructional and assessment strategies to differentiate instruction.
- ◆ To utilize My IB resources often in order to stay current on curriculum and assessment changes.
- ◆ To inform parents about the aims and assessment criteria of all subjects.

**RESPONSIBILITIES OF PARENTS/ GUARDIANS**

- ◆ Monitor student progress using the reporting system and through effective communication with subject teachers.
- ◆ Discuss assignments and assessments with students frequently to show support and encourage student achievement.

- ◆ Contact the teacher if questions or conflicts arise so that teacher will have the opportunity to address the issue in a timely manner.
- ◆ Attend all parent teacher meetings and information/ open forums.

### **RESPONSIBILITIES OF THE STUDENT**

- ◆ To successfully complete all set assessments by the given deadline.
- ◆ To produce work of high quality that reflects the best of their ability and originality.
- ◆ To develop effective time management and study skills.
- ◆ To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy.
- ◆ To strive to achieve characteristics of the IB Learner Profile.

### **SELF ASSESSMENT :**

The students are taught the art of reflection and introspection and are further encouraged to assess their work objectively and fairly, accepting their areas of weakness and strength. They must further determine ways to enhance their performance through consistent effort. SIA's Assessment Policy focuses strongly on student self evaluation as an important aspect of student growth and progress.

### **RESPONSIBILITIES OF THE DIPLOMA PROGRAMME COORDINATOR**

- ◆ To design formative activities to help students understand what is expected and how they can progress.
- ◆ To incorporate the results of formative assessment activities into everyday planning.
- ◆ To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year.
- ◆ To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria.
- ◆ Monitor the Extended Essay process
- ◆ Monitor CAS progress
- ◆ Cultivate a culture that prioritizes learning and assessment of learning.
- ◆ Review the assessment policy with Diploma staff at the end of each academic year.
- ◆ Act as a liaison with the Board of Management to discuss new / improvised assessment strategies / tools.

**REVIEW OF ASSESSMENT POLICY:**

Assessment Policy of Seedling International Academy was formulated after a detailed research into various policies, philosophies and schools of thought. This exercise included the Senior Leadership Team and the teachers. The Assessment Policy of the school is reviewed when a need is felt and deletions or corrections are made. This is duly informed to all the stakeholders during formal parent – teacher interaction and open forums, if and when required. Inputs, if any, are taken into consideration and incorporated before the final implementation.

The Policy has been last reviewed and updated in December 2018.

We are looking at the assessment systems becoming more action oriented and innovative so that the teaching and learning becomes more exploratory and reflective while at the same time encouraging the students to become international minded and lifelong learners.

**BIBLIOGRAPHY:**

IBO. *Diploma Programme Assessment Principles and Practice*. Cardiff,; International Baccalaureate Organization, Nov. 2010. PDF.

IBO. *Handbook of Procedures for the Diploma Programme*. Geneva: International Baccalaureate Organization, Mar. 2016. PDF.

IBO. *Handbook of Procedures for the Diploma Programme 2017*. Geneva: International Baccalaureate Organization, Nov. 2016.

<https://isa.edu.gr/uploads/files/5adec6dc6ce90/DP%20Assessment%20Procedures.pdf>.