



# PLEDGE HARBOR INTERNATIONAL SCHOOL

## Assessment Policy

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## **ASSESSMENT POLICY**

### **PHIS ASSESSMENT PHILOSOPHY**

At PHIS students are assessed to support curricular goals and are facilitated with appropriate learning.

Assessment is used to judge the students' work in relation to identified levels of attainment, and not in relation to the work of other students. This policy is based on the IB Learner Profile, in that it supports developing PHIS students into being principled learners.

#### **What is considered a good assessment?**

According to IB assessment guidelines, concept-based units/topics should be tested using contexts instead of giving priority on content only. Assessment should be based on summative and formative techniques. Through IB's perspective on what makes a good assessment can be summarized as:

- supporting curricular goals
- using a range of assessment tasks
- considering wider student competencies and higher-order thinking skills.

#### **Sample assessment**

Students must be provided with the samples of assessments. This would help the students to understand the nature of the assessment and how they should prepare.

#### **Assessment in the digital age**

Assessment must not be steered by the technology, but the technology is followed by the assessment. Technology must be used to make the assessment process better for students and teachers. As the IBDP board exam is paper-based, a considerable amount of importance should be given to paper-based assessments. So, the students will be familiar with the nature of the paper-based assessments.

## **Agreed practices**

- Professional Development sessions will be delivered annually, led by programme coordinators, which help all teachers become aware of the individual programme requirements for assessment.
- Written reports will be made available to parents on a regular basis which inform the progress of the students on the formative and summative assessments.
- Parent-teacher conferences happen twice a year, one in December after the First Term exam of Term 1, the second one in June at the end of Term 2.

## **Purposes of assessment**

### **For students**

The school provides feedback on the areas of strength and targets for improvement to the students. Assessment allows students to develop self-awareness and make informed choices about their learning.

### **For teachers**

The assessment provides information about individual student progress and provides feedback on the improvement and next-step planning of teaching and learning.

### **For parents**

The school provides feedback to the parents on the areas of strength and targets for improvement of their children. The school ensures and supports the home school partnership considering parents/guardians as an important stakeholder of the learning community.

### **For pedagogical leaders**

Provides feedback about quality of education taking place in the school and helps decision making regarding action plans for: Professional Development provision; programme options/extensions; staffing needs; timetabling; calendar; and student numbers.

## ***Assessment practices***

### **Assessment Structure**

- Assessment will be meaningful and relevant
- Provides clear feedback to the students and is grade level appropriate
- Teachers should use backward planning with regards to assessment and always keep the criteria in mind to be used for summative tasks at the start of the new unit
- Many different types of strategies, tasks, and tools are used to assess students' learning
- Summative assignments (short and longer term) are assessed and progress is recorded at various points in the unit and not just at the end.
- All activities are considered part of formative assessment, assessed either informally or formally.

### **Assessment Occurrence**

- It will be ongoing throughout the unit (formative).
- Students and parents will have a good idea at all times of how the student is progressing throughout the unit based upon the assessment criteria.
- Planning of assessment is done in such a way that students are enabled to demonstrate progress and help the teachers plan the next step, while recording formal assessments at certain identified times during the year: Mid-term 1, Term end 1, Mid-term 2 and End of year exam.

Formative assessments [for internal standardization]

1. Extended assignment [Project, Booklet, Article, etc.]-
2. Pen and Paper Class test-
3. Graded home works:
4. Innovative Assessment Tasks [simulations, conferences, exhibitions/demonstrations, etc.]:

Note: The minimum number of assessments to be conducted will vary according to the number of weeks available per quarter.

## Specific to Primary years [ KG -5):

For the primary years the assessments will be continuous through the UOI (units of inquiry) and specific areas of knowledge as per the objectives set out in the Scope and Sequence and vertically aligned documents.

## PYP assessments:

### Assessment Occurrence

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.

### Assessments Possible products and performances

Written		ORAL	VISUAL	
ØAdvertisement	Script	ØAudio Tape	ØAdvertisement	Sculpture
ØBiography	Story	ØConversation	ØBanner	Slideshow
ØBook report or review	Test	ØDebate	ØCartoon	Video
ØBrochure	Website	ØDiscussion	ØCollage	Website
ØCollection		ØDramatic reading	ØComputer graphic	
Research report		ØInterview	ØData display	
ØCrossword puzzle	Essay	ØOral presentation	ØDiagram	
ØExperiment record		ØOral report	ØDrawing	
ØHistorical fiction		ØPoetry reading	ØFilmstrip	
ØJournal		ØPuppet show	ØGame	
ØLab report		ØRadio script	ØGraph	
ØLetter		ØSkit	ØMap	
ØLog		ØSong	ØModel	
ØMagazine article		ØSpeech	ØPainting	
ØMemo		ØTeach a lesson/ flip teaching	ØPhotograph	
ØNewspaper Report			ØPoster	
ØPlay			ØQuestionnaire	
ØPoem			ØScrapbook	
ØProposal				
ØEditorial				

**Students are assessed in 3 steps: In every unit, 2 formative and one summative are documented. However, students are assessed on regular basis especially after the concepts are explained and cleared to students:**

- Assessment for learning

- Assessment as learning
- Assessment of learning

## Formative & Summative Assessments

Diorama Who am I Puzzle cards ? Photo Journal	Design math problem using Data Timelines Data Charts	Models/ Construction Design a Booklet Research Project
•Role Play Mixed media collage Simulation using props	Debate Mixed media collage All Stories	Talk Shows - TV Show Venn Diagram Build a Story
Poetry Design a poster Graphs Classifying	Maps Art Work written conversations	Make a Video Free Movement Puppet-Plays Power Point Presentation

## Tools for Assessment

- Rubrics.
- Exemplars
- Checklists
- Anecdotal.
- Continuums

## Assessment Strategies

- Observations
- Performance Assessments
- Process-focused Assessments
- Selected Responses
- Open-ended Tasks

- Assessments will be ongoing throughout the unit.
- Use multiple measures to assess students work
- Self and peer assessment are conducted from time to time.
- Students and teachers reflect on their assessments.
- Possible products and performances are assessed through written, oral and visual presentations.
- Students and parents will have a good idea at all times of how the student is progressing throughout the unit based upon the assessment criteria.
- Planning of assessment is done in such a way that students are enabled to demonstrate progress and help the teachers plan the next steps.

### Self-Audit framework for Teachers

	Conceptual understandings	Skills	Knowledge
<b>Monitoring learning</b>			
The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.	What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?	How am I modelling the skills I want my students to build?	What relevant prior knowledge might my students already have? How do I plan to find out?
<b>Documenting learning</b>			
The documenting 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	How am I documenting feedback and reflection on new understandings? How am I using this information?	Are/how are my students identifying connections to others learning and prior experience? In what ways are my students and I documenting skill developing?	How have my students and I identified and documented their learning?
<b>Measuring learning</b>			
The measuring of learning gathers "point-in-time" data on achievement and progress. Not all learning can be, or needs to be, measured.	How have I given multiple opportunities for my students to access, use and demonstrate new understandings?	How might my students use their strengthened skills in other contexts? What will support them to do so?	Have I got the right balance between challenge and knowledge? How do I know?

**Purpose of assessment is to:**

- **increase motivation**
- **record achievements**
- **provide information**
- **identify whether learning objectives are being achieved**
- **provide teachers the tools to develop self-regulation and reflection.**

**Assessment Procedures in MYP**

At PHIS, the educational approach places a significant emphasis on the learning process while concurrently promoting an appreciation for the tangible outcomes of that process. In this context, the outcomes are meticulously examined in alignment with specific educational objectives. The assessment procedures are designed to be continuous and are coupled with the provision of constructive and timely feedback to enhance the teaching-learning dynamic.

**Assessment in the MYP aims to:**

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical- and creative-thinking skills.
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.



### **Examples of various assessments include:**

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- MYP eAssessment
- Anecdotal records
- Verbal discussion
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools (Prezi, PowerPoint or etc.) and in a variety of ways (oral, written, graphic)
- Process journals

Formative assessments hold the primary aim of cultivating the skills and attitudes conducive to students' learning and comprehension. A diverse array of tasks undertaken by students serves as a means of acquiring insights into the unique learning requirements of each child.

Conversely, summative assessments serve as culminating evaluations meticulously designed to augment the learning experience. They could be in the form of projects, performance, process journals, presentations, quizzes or tests during each unit of study. Assessment in the MYP is criterion referenced, measuring attainment against specified criteria rather than against other individuals in the class (IB, 2014). Additionally,

task-specific clarifications and command terms are shared with the students, thereby elucidating the expectations and criteria essential for achieving designated performance levels.

In each of the 8 MYP subject areas, students will be assessed in four subject-specific objectives *at least* twice a year using IB-MYP criteria.

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<a href="#"><u>Language and Literature</u></a>	Analyzing	Organizing	Producing text	Using language
<a href="#"><u>Language Acquisition</u></a>	Listening	Reading	Speaking	Writing
<a href="#"><u>Individuals and Societies</u></a>	Knowing and understanding	Investigating	Communicating	Thinking critically
<a href="#"><u>Sciences</u></a>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<a href="#"><u>Math</u></a>	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-world contexts
<a href="#"><u>Arts</u></a>	Investigating	Developing	Creating/Performing	Evaluating
<a href="#"><u>Physical and Health Education</u></a>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<a href="#"><u>Design</u></a>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<a href="#"><u>Interdisciplinary Units</u></a>	Evaluating	Synthesizing	Reflecting	---
<a href="#"><u>Personal Project</u></a>	Planning	Applying Skills	Reflecting	---

### **Achievement levels**

All MYP subject groups have four assessment criteria, each divided into four bands, with each band representing two achievement levels. The MYP criteria are equally weighted. Each criterion includes various achievement levels (numerical values) within bands, and each band contains general qualitative value statements known as level descriptors. Level descriptors for MYP 1, 3, and 5 are provided by the IB and describe a range of achievement levels, with the lowest level represented as 1 and the highest as 8. Relevant descriptors are given to each student along with the assessment tasks. Levels 1 and 2 appear in the first band, levels 3 and 4 in the second band, and so on.

Level 0 is awarded for work that doesn't align with the band descriptors for levels 1 and 2. All criteria have four levels, and a maximum of eight achievement levels.

An overall grade from 1 to 7 is assigned for each subject, with 1 being the lowest and 7 being the highest. Teachers evaluate assessment tasks based on a 'Best Fit' judgment to assess students' progress and success. It is expected that all students meet deadlines to ensure academic integrity and respect.

Summative assessments in MYP occur four times in an academic year, twice in Term 1 and twice in Term 2. eAssessment is optional for MYP students, but they are required to successfully complete a mandatory personal project before advancing to the DP (Diploma Programme).

ePortfolio subjects and Personal Project assessments follow the assessment calendar/timeline, adhering to IB guidelines.

### **Moderation to Establish Common Standards:**

Three to four samples of summative tasks from a subject in a unit are randomly selected and independently reviewed by teachers from the same subject group. They then convene to reach a common understanding regarding the criteria and achievement levels, and a collective grade is determined. Teachers employ the best-fit approach to enhance the reliability of their judgments and awarded grades.

### **Students with Assessment Access Requirements:**

MYP has well-established support mechanisms for students in need of learning support, following the guidelines detailed in the IB publication, "Access and Inclusion Policy." All subject teachers, along with the Programme Coordinator and Head of School, ensure that suitable arrangements for modifications and accommodations are effectively implemented for assessing students with special needs. Some of the access requirements provided include modifications to assessment papers, deadline extensions, additional time, readers, and multimodal assignments. These arrangements are used for both internal and external assessments. Formal requests for special accommodations during eAssessment are submitted through the IBIS portal.

### **Reporting of Assessments:**

The purpose of generating an assessment report is to provide formal feedback on a student's progress to various stakeholders, including teachers, students, parents, the Senior Management Team, and the Head of School. While all assignments, oral activities, presentations, projects, and other formative assessments are graded, not all of these grades will be individually included in the report. These assessments are

primarily intended to offer students feedback, enabling them to engage in self-reflection, improve their work, and enhance their skills. This feedback process is a regular and continuous effort aimed at supporting and fostering student learning.

A formal report is generated twice a year using ManageBac and shared with parents via email. The school strives to communicate, share, and reflect on student learning at the end of each term. This report serves as a summative record of a student's progress for students, parents, and the school. It includes cumulative grades achieved by the student in all subjects, reflects Learner Profile attributes exhibited, and ATL Skills mastered by the students. The report also provides a brief summary of the student's performance by all subject teachers and the Homeroom Teacher.

### **Parent-Teacher Meeting (PTM):**

The Parent-Teacher Meeting is organized twice a year to provide parents with information about their child's progress, development, and areas for improvement. This meeting offers an opportunity to express appreciation, address concerns, explain future plans for students, answer parent's queries, define the curriculum, and gather background information.

### **MYP Exhibition:**

The MYP Exhibition is an eagerly anticipated annual event for students and teachers usually held in the month of March. This showcase highlights the culmination of their inquiry-based learning journey and demonstrates the core principles of the Programme. Students exhibit their research, projects, and presentations on a wide range of real-world issues, engaging in critical thinking, collaboration, and action. It's a celebration of their growth as responsible global citizens and an opportunity to share their insights with the school community, parents, and peers, reflecting the program's commitment to fostering holistic education and nurturing young minds with a sense of purpose.

### **Specific to DP: [Gr 11-12]:**

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable to evaluate themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of rubrics and many alternative forms of assessments facilitates students' reflection on both their academic and cognitive growth.

All internally assessed and externally assessed work are planned at the beginning of DP1 and consistently monitored throughout the period. Appropriate timelines are

established by the IB DP Coordinator in cooperation with subject teachers and shared with students and parents.

All internally assessed and externally moderated work that is submitted to IB for each subject is marked according to criteria given in the relevant subject guides.

When more than one teacher is involved in a subject, standardization of internal assessment is carried out at the beginning of each school year with a view to uniformity and eliminating bias for the application of assessment criteria.

However, currently, there being one teacher in each subject, formal standardization is not actively implemented.

Collaborative standardization is informally carried out for the school's internal assessments.

At PHIS we follow a six- to ten-week assessment cycle consisting of a range of formative assessments leading to the mid-term/end-of-term exams. There will be formal exam sessions four times an academic year - two midterm exams (October and March) and two end-of-term exams (December and June).

In addition, in the DP there will be one mock exam session (middle of March) in the second year of the program.

As per IBO guidelines, 70- 80% of student work in the DP is based on external examination; 20- 30% of student work is internally supervised and externally moderated. Core components like Theory of Knowledge Essays and Extended Essays are internally supervised by teachers and externally assessed by the IBO.

### **Specific to IBCP**

- Externally assessed components

DP courses

- Internally assessed components

1. Approaches to learning

2. Language development (portfolios may be requested by the IB)(**CP**)

3. Reflective project (moderated by the IB and plan by school and course provider)

The career---related course is assessed by the career related course provider, not IB or school.(CP)

### **Accommodations in assessments:**

ESL students will be assessed based on the criteria laid down by the IBO for every subject. The Language B course in English may help students with a differentiated ability to learn the English Language.

In DP, the Individual Education programme(IEP) is designed and implemented for students to support them to be able to take the Diploma programme exams. Inclusive arrangements are made as per requirement and norms of IB Assessment practices.

### **Accommodations for SEN students:**

SEN students will be able to avail special considerations for their final examination as per the grants from IBO.

### **Assessment records**

- Assessment is recorded in a way that contributes to student learning.
- The information is easily accessible, and presented using common language while catering for a wide variety of assessment strategies.
- Assessment is recorded for individual students in a centralized system called ManageBac, a digital platform that paves the way for getting access and recording all the input available to all stakeholders.
- In (Managebac), the following elements of the assessment should be included:
  - Grade book
  - Summative and formative assessments
  - Reflections/ Weekly journals (Continuum tool)
  - Assessment Tools (Rubrics/Checklist/anecdote/star board etc)
  - Exemplar and benchmarks
  - Portfolios
  - Picture evidence

- Report cards
- For DP1 students the final grade at the end of each summative exam will be based on term end exam and formative assessments. whereas the summative assessment for DP2 students will be a term end exam in December and a mock exam in the month of March. The mock exam, internal assessments will determine the predicted grade of the DP2 student.

The results of the students reflect their performance against set standards and not by their position in the overall rank order.

### **Assessment analysis and reporting**

- Teachers analyze data collected through formative and summative tasks and ongoing observation.
- Students analyze their own performance through self/peer-evaluation and reflection.
- Progress of a student's learning is reported through hard copy and digital reports written by teachers and students, three way and student-led conferences, meetings with parents and online grade books.
- Department Heads and Programme Coordinators analyze assessment data on an ongoing basis, and particularly at the end of reporting periods, in order to ensure student's needs are being appropriately met.

### **Assessment reporting to students and parents**

- Parent Teacher Meetings will occur twice a year, specifically after the midterm exams in each term (during December and June of each academic session).
- Written report
- Teacher Students feedback
- Formally, assessment information is reported to students and parents through grades on individual tasks, online grade books and two reports per year, and available to parents through online systems (Managebac) and email.

### **Assessment information access and location**

- Information will be available online (Managebac) to teachers, parents, students' and administrative personnel.

### **Assessment practice review**

- Assessment practices are reviewed in conjunction with curriculum review and unit review on an ongoing basis.
- Review of practices within grade levels and programmes happens on an annual basis through professional development and when new subject guidelines are published by the International Baccalaureate.
- Guidance is given from programme coordinators to teachers on an ongoing basis.

### **Authenticity of students' work:**

At PHIS, we give due weight to academic honesty and strictly adheres to its own Academic Honesty Policy and Procedures. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity. MYP 5 Personal Project Reports are accompanied by the Academic Honesty Form that is validated by the respective supervisors. DP students sign the Authenticity Document as per IBO format to confirm that their work is original and authentic. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved.

### **Communication Plan**

The Assessment Policy will be made available on our school's website and will be shared with parents and students at the beginning of each school year.

### **Reviewing of the Assessment Policy:**

This will be reviewed and updated annually by the steering committee members.