



**DR. PILLAI GLOBAL ACADEMY**  
*local actions...global options*

ASSESSMENT POLICY

2014

(Revised November 2014)



### **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."

### **Our School Mission**

We are committed to provide a holistic education based on new-generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. We strive to achieve nation building through character building and we do so through an approach of mentoring

## IB Learner Profile<sup>1</sup>

**INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDEDNESS:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

---

<sup>1</sup> International Baccalaureate Organisation IB Learner Profile

## School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai. This journey of life encompassing the entire world has its base in our educational institution, ‘Dr. Pillai Global Academy’.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency.

A student in this new world must grapple with 2 core facts of life. One is where he encounters immense competition and the other where he accesses infinite opportunities. He must be equipped well to deal with the competition efficiently. The IB Learner Profile supports the students in developing the skills required for competing and enables to develop the attributes that further aid in his holistic development. This Learner Profile permeates into the whole school life, including the formal, acknowledged curriculum, as well as the informal, holistic curriculum. Thus, every member of the school community is geared towards being internationally minded and reflecting the attributes of the Learner Profile.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge towards building a new world.

The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra and cocurricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21<sup>st</sup> century.

## **PHILOSOPHY:**

DPGA lays prime importance on the holistic development of its students. Towards this end, the teachers and examiners work in collaboration with the other members of the school community, where ample opportunities are provided to the students to apply their knowledge and demonstrate consolidation of their learning. Assessment of students' skills directly influences the curriculum in its design and mapping. It also acts as an aid and guidance towards collaborative planning and other areas in the school.

### **Principles:**

The DPGA school philosophy & the assessment philosophy is based on an understanding that all the members of the school committee and stakeholders are committed to educate our students as lifelong learners to bring about a positive growth of the world we live in.

In this regard, evaluation of students' skills and pattern of learning goes a long way in helping us to help them in their goals. The school community thus uses an assessment practice that is criteria based to measure their learning and this is based on the following principles.

- All stakeholders are able to see the development and growth of the students through learning.
- The school leaders can evaluate the progress of the students in comparison to the local and international boards.
- Teachers are able to get a feedback in terms of adopting alternative teaching strategies to enhance teaching and learning.
- Students are able to reflect upon their own learning and improvise.
- Parents are able to get a feedback through reporting.
- Parents are able to understand the growth pattern of the students within and outside the classroom.
- Students as well as teachers can use the 'Self-assessment' and 'Peer assessment' to reflect upon their learning.
- Students learning can be monitored / measured.
- Assessment can vary in terms of length and breadth across the curriculum in students' development.
- Measurement of soft skills reflects upon the effectiveness of teaching.
- Students are lifelong learners and teaching/learning can improve through reflection.

### **Purpose:**

The main purpose of assessment is to support students' knowledge through evaluation. Assessment may be varied in nature, depending upon the learning style of each student. Since assessment is closely knit with pedagogy, it has a direct influence on collaborative planning and curriculum mapping. It aids as an effective tool in professional development that reflects teaching and learning in the school.

- To support and encourage future learning
- To monitor the growth and development of the students in terms of being 'knowledgeable', 'thinker', 'inquirer' etc.
- To determine the extent of student knowledge and understanding
- To help the students in the reflection of their learning
- To support the students in their understanding of the assessment criteria as outlined by the school and the IBDP
- To determine the extent of teacher capability
- To help the teachers in the reflection of their teaching and evaluation
- To monitor student progress and achievement in relation to the state examinations and the IB criteria.
- To enhance the quality of teaching and learning
- To abide by the IBO assessment requirements
- To prepare the students for the formal examinations of IBDP
- To report the student performance and progress to the parents
- To aid in the review of the curriculum
- To encourage student learning
- To provide feedback to the teachers in their pedagogy and to the students in their learning.
- To encourage an approach of open mindedness and intercultural awareness.
- To encourage students to be lifelong learners.

Reflecting the school mission statement and the school philosophy, the assessment policy focuses on students' pattern of learning and their understanding, critical thinking skills, behavior patterns and holistic development which prepares them for the challenges in life.

This policy outlines the following:

- The assessment procedures that the staff and students need to follow.
- Assessment practices-Formative and summative assessments
- Practices/ expectations about grading/ marking, recording/ reporting, homework.
- Timelines and submissions
- Links with the other policies
- Implementation, Evaluation and Review

### **Assessment Practices:**

We at DPGA, seek to reduce any examination stress by promoting the ethos of competition against self rather than others. Formative and Summative assessments are used effectively, as students are given feedback about their performance. They are also encouraged to adjust their learning patterns to deal with any difficulties they may have encountered.

### **Formative assessments:**

The major aim of formative assessment is to enhance students' learning. Towards this end, the process of measurement, analysis evaluation and interpretation of students' learning aids as a feedback to reflect upon and improve the method of instruction to support learning. At DPGA , the IB educators use a wide range of assessments including criterion referenced assessment, to understand the level of achievement.

'Approaches to teaching and learning in the Diploma Programme'<sup>1</sup> has been useful in informing the teachers about the importance of assessment skills related to concept development. Reflecting the Learner Profile, these skills help the students in their preparation of formal assessments and enhance their learning. These skills as mentioned below also help the students to manage and evaluate their own learning in the subjects and components stated with it. (see appendix- self assessment form)

- Research Skills: EE, TOK Essay, Math Exploration, BM case study, Literary criticism
- Communication skills: Language orals , TOK presentation , Non-verbal communication in the arts
- Social skills: Group 4 Project , TOK presentations , CAS group activity , Interactive orals
- Thinking skills: TOK links , Problem-solving , Critical analysis, Creative thinking, Reflection, Connecting subjects

- Management skills: Time management, Study/revision skills, CAS organisation, Co-curricular activities, Affective domain, University applications

Every subject teachers gives a feedback to the students, related to their competencies on the above skills. Teachers judge the students during class participation, participation in subject related activities, and performance in informal assessments. During the Parent teacher conferences, parents are informed about these ATL skills on the following parameters:

- Exceeds expectations
- Meeting Expectations
- Industrious
- Requires additional guidance

### Use of the IB criteria

The aims and objectives of each subject are linked to the IB criteria of each subject and this is expanded and applied in different areas of evaluation during formative assessment. This helps in identifying students' need in further improvement of learning and understanding, leading to some extent to summative assessment. This deconstruction of criteria goes a long way in helping the teachers with interdisciplinary teaching and the inclusion of Learner Profile in their teachings. The feedback provided by the teachers helps the students in developing their understanding as lifelong learners. It also highlights various other aspects, such as, the level of effort required to reach a particular target of learning. This further aids in the students' self-evaluation, self-assessment and self-learning. Students' performance and students' attitudes are measured simultaneously, so that, a balanced assessment is achieved.

### Frequency

Assessment is conducted frequently and regularly through informal and descriptive feedback on the areas of improvement, through discussions, peer assessment, self- assessment etc.

E.g. English A Literature SL: Short analysis after poetry is taught, interpretation and analysis of an act & scene in drama, informal and descriptive feedback on practice presentations and commentaries and areas of improvement in essay writing skills.

### Summative assessment

Unlike the formative assessments the summative assessments carry a grade that measures the overall learning of the student. This assessment occurs of the end of teaching (a unit or a course) and the students are given an opportunity to demonstrate their learning and application of knowledge in new and different situations.

### Use of the IB criteria

The IB criterion is communicated to the students at the beginning of the course and every component criteria is explained in detail. While teaching takes place regularly, the criteria is brought into focus and different areas of application of learning are touched upon. Summative assessment may include apart from the others, class tests after every chapter is taught, midterms, term exams, final drafts of internal assessment or lab reports etc.

### Frequency

Every semester consists of more than 5 summative assessments of IB1 and about 3-5 for IB2.

E.g. English A Literature SL: The different components of SL English A literature consists of IOP, IOC, WA, P1 and P2 and these include a formal presentation, a formal oral commentary, an interactive oral, a final draft of the essay and a final written examination. This includes the involvement of all the skills learned during the 4 semester of IBDP. The IB takes the entire components grade into consideration of every IB subject and assigns a final grade to the students. This determines the level of student achievement at a worldwide level.

### Home work

Building upon the knowledge gained in a particular class goes, a long way in supporting the application of knowledge. The IB teachers thus give home work to the students to revise different subjects and this includes reading and analysis, practicing mathematical problem, revising the work done in class, watching movies and documentaries related to the course work, etc. Apart from reinforcement of knowledge and skills, homework further aids as a supplement in building upon their internal assessment. The IB meetings conducted every week bring about a discussion on the level of homework required to be given to each student. And thus, to avoid burdening the child, work is equally distributed throughout the week. About 2 hours per week on every SL subject and about 4 hours on every HL subject work is given to the students as homework. DPGA reminds the teachers that although subjects may be many, the student is one. The amount of homework expected by only student, depends upon the level of proficiency of the student, not only in that subject, but in other areas of knowledge, capability, language and focus.

## **Students' assessment**

Performance of the students is assessed on a grading scale that determines his progress on comparison to his previous achievement, rather than in comparison to his peers. This is brought in to focus by the subject reports prepared by the teachers on the achievement of every individual student (see appendix). This subject report highlights the soft skills along with the criteria based assessment.

### **Self-assessment:**

Self-assessment is area where the student reflects upon his performance in a particular activity or test. Here, the student focuses upon the learning outcome he/she has achieved and areas of enhancement for personal growth. (See appendix>Self-assessment form)

A few parameters on Self-assessment have been outlined below:

- Collaboration
- Personal growth and development
- Able to complete task on time
- Acquired new knowledge
- Improved work habits

### **Peer assessment:**

Peer assessment includes criteria based assessment and the criterion is the school based assessment on every performance.

- 1) Knowledge and understanding
- 2) Interpretation and appreciation
- 3) Critical and analytical thinking skills
- 4) Originality and creativity
- 5) Presentation and organizing
- 6) Application
- 7) Language

Performance level and predicted grades are based on the subjects reports, self and peer assessments and the performance of the student at the summative assessments conducted in the school. The teachers maintain these records in the subject files of each student, which are later used for predicted grades. Grades are assigned on the basis of the IB grade descriptors and overall grade descriptors as mentioned on the report card. (See appendix)

## **Recording and Reporting**

An effective reporting procedure provides the members of the school community with opportunities to evaluate the outcome of the learning process. Our academy provides feedback to parents on a quarterly basis by sharing learning outcomes and the level achieved by the students. Parents' concerns are resolved on the Open House days and PTC (Parent-Teacher/s Counselor) meets, if in the

better interests of the student, implemented. Apart from the formative and summative feedbacks, parents are also given a feedback on different skills obtained by the student. This information is usually given during the parent teacher conferences or on other informal meets.

Formative assessments: Student performance in test presentations and projects etc. is discussed in class, weaknesses and strengths are identified and a one to one discussion takes place between the student and the teacher. Concrete suggestions and recommendations are made to improve performance. Parents are informed about the progress on the students during PTC meets and informal interactions (See appendix-PTC form)

Summative assessments: A more formal feedback procedure is employed wherein a report card indicating the progress of the student in each subject along with the written comments and observations of the subject teacher and the home room teacher are communicated to the students and parents. Teachers' comments on each subject indicate the level of proficiency acquired by the student in learning in classroom and beyond and the areas and scope of improvement. Internal assessments supervised regularly and a progress report on the tasks completed, is sent to the parents (see appendix EE)

### **Grading procedure**

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year

DPGA Grading Scale:

A = (90 – 100) B = (80 - 89.9) C = (70 – 79.9) D = (60 – 69.9) F = less than 60

IB Grading scale: Diploma Program uses the following numerical scale in each individual subject area. 7–Excellent 6–Very good 5–Good 4–Satisfactory 3–Mediocre 2–Poor 1–Very Poor

Every IB Subject is graded on a scale of 1 to 7. This score is a composite of various assessments.

The assessment for the Theory of Knowledge is based on the following:

A–Excellent(17-20) B–Good(13-16) C–Satisfactory(9-12) D–Mediocre(5-8) E–Elementary(1-4) N–No grade.

### Arriving at a Predicted Grade

The PG is the teacher's prediction of the grade the candidate is expected to achieve in the subject based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. It is important that each prediction is made as accurately as possible, without under predicting or over predicting the grade.

For the purpose of arriving at the PG, the following will be considered:

1. First Term Examination (Grade 11) weightage 10%
2. Second Term Final Examination (Grade 11) weightage 15%
3. Third Term Examination (Grade 12) weightage 30%
4. Mock Examination (Grade 12) weightage 45%

Teachers calculate the predicted grade on the weightage given to the examinations indicated above.

Example:

Student: XYZ

Examinations	Marks out of 100	Weightage	Weighted Mark
1 <sup>st</sup> Term Exam Gr 11	76	10%	7.6
2 <sup>nd</sup> Term Final Gr 11	68	15%	10.2
3 <sup>rd</sup> Term Exam Gr 12	60	30%	18
Mock Exam Gr 12	70	45%	31.5
<b>Total</b>		<b>100%</b>	<b>67.3</b>

Mark to Grade Scheme Table (IB Grade)

<b>From</b>	<b>To</b>	<b>Grade</b>
96	100	7
83	95	6
70	82	5
56	69	4
41	55	3
21	40	2
01	20	1

The Predicted Grade in the example is **4** (as 67.3 lies between 56 to 69). Normally once the PG have been given, no change will be permitted. However, should the teacher feel that there are genuine reasons for a change, she/he should make an application in writing to the IB Coordinator citing the reasons for the change and ask for a review of the PG. The application is placed before the Assessment Committee and the merits of the case are examined in detail and a decision arrived at.

### **Standardisation:**

Where more than one teacher teaches a subject, the assessment calls in for an internal standardisation. For different components of different subjects, the teachers meet and have a standardisation of assessment.

For example : English teachers for IOP pick up different presentations ranging from very low to very high; on grades and the ones which include a variety of activities like songs, drama, poetry, dance, ppt. etc. The English teachers meet to grade these presentations. The next step is to compare the marks given by each teacher. Common standards are then developed for further assessment. In this teachers use the IB assessment criteria and grades are discussed. Teachers then come to a mutual decision based on students' skills to award marks. A few cases see on average of marks awarded by 2 different teachers (See appendix – Internal Standardisation)

### **Implementation, Evaluation and Review**

Faculty meets, collaborative sessions, professional development- workshops and seminars focus on the assessment practices in the school. Students are responsible for the completion of the work assigned to them. Parents give their inputs after the meets and share the responsibility of student development through assessments. The school management supports the IB teachers in the implementation of the assessment policy, through workshops, access to policy documents, assessment forms etc.

### **Responsibilities of the Students**

- Complete all the tasks assigned to them, including assessment.
- Maintain consistency and rise in grades above average.
- Be determining to acquire character and attributes of LP in personal development.
- Hand in submission on time (related to IAS etc and practice time management skill).
- Follow the IA calendar.
- Update themselves on formal and informal assessment requirement ( including the criteria and the aims of each subject )
- Participation/involvement in the related activities.
- Document their work and assessment tasks and feedbacks.
- Update themselves on their performance and progress.
- Assess themselves on activities and learning tasks and reflect for the further improvement .
- Maintain a copy of the forms of self-assessment, peer assessment and teacher feedback.
- Adhere to the academic integrity in \_\_\_ with the ACHO policy.
- Avoid absentees and be attentive in class.
- Contact your teacher when you need help.

### **Responsibilities of the teacher**

- Document data shared in the class. This will include subject notes, activity documents, class tests, self-assessment and peer assessment forms, PTC minutes and ATL feedback etc.
- Recording & documentation of the assessment data of every student

- Inform students about the learning aims and objectives
- Inform students about the assessments on skills and assessment tasks
- Inform the students about the ‘Turnitin’ and other academic honesty requirements
- Keep the students updated about the IB criteria on each subject
- Provide opportunities for students’ participation in activities.
- Provide opportunities for each learning outcome to be assessed
- Report the progress to the students and parents
- Submit documents on time
- Participate in collaborative meets
- Give inputs on student assessments for Learner profile and ATL skills
- Provide feedback on time
- Update themselves on the effectiveness of the assessment tools
- Reflect on the instruction related to assessment tools
- Guide the students as per the assessment requirements
- Monitor students’ progress

#### Responsibilities of the Parents

- Keep a check on student’s progress and content done in class through the content report.
- Involve themselves in student learning so as to keep themselves updated on academic requirements.
- Contact the IBC or subject teacher to clarify doubts or student’s activities and assessments.
- Be present for all IB parent Meetings ( With counsellor, teacher, IBC and Principal )
- Attend the induction programme. Update themselves and read the General regulations of DP.
- Read the ‘student handbook’ of each subject.
- Understand the IB diploma requirements (See appendix )

#### Responsibilities of School Management and the DPC

- Provide access of the school documents to the stakeholders
- Prepare the IA calendar with the teachers and provide it to the students and parent.
- Update the teachers on new documents of IB
- Update the teachers on the assessment requirements.
- Seek help of teachers in preparing and implementing the policies.
- Seek support of governors, parents and teachers in implementing the attribute of the LP.
- Sensitise teachers, parents and student on the importance of academic integrity.
- Update parents, teachers and students on the revised aspects of the assessment policy.
- Maintain teacher documents and files on student progress.
- Record student data and files on student progress.
- Report the progress of the student to parent and governors
- Counsel the student on current and further needs.
- Provide professional development to teachers on academic requirements

- Provide opportunities for collaborative meetings, to have a successful implementation of the IB programme.
- Elicit best practices in taking assessment and implementing the LP and share it with the IB members.

### **Communication to the school community.**

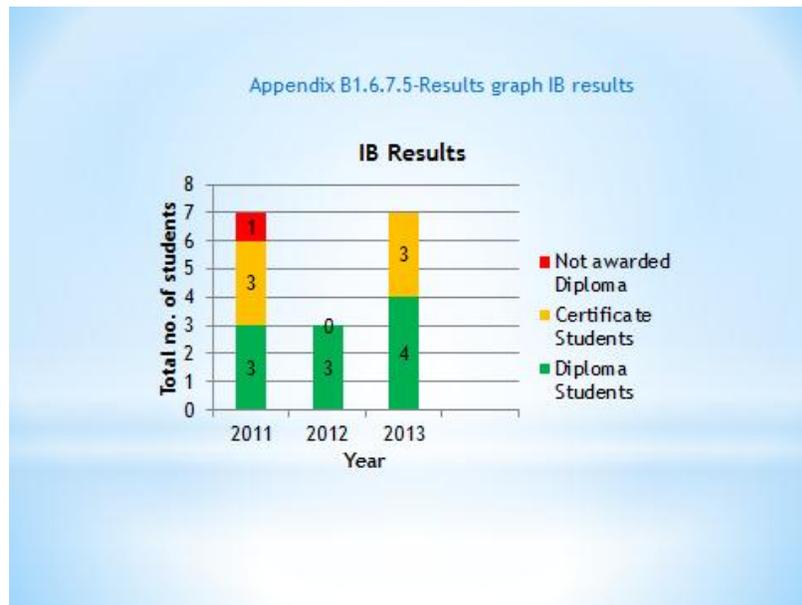
On orientation days and induction programs, the assessment philosophy, policy and procedures are communicated to the school community. The student handbook prepared by the school and ‘guide to the Diploma Program for parents and legal guardians’ is given to the students and parents. These documents contain the details of the assessment programs at DPGA. At the beginning of the course, each teacher communicates the assessment criteria and the assessment method pertaining to their respective subjects. Formative assessments serve as examples of the assessment criteria being put into practice. The school mission statement outlines the academic and supportive expectations from the educators. While it aligns with the IB mission statement, it reassures the implementation of the basic requirements of an educational setup that includes assessment.

At DPGA, we believe that each student is an achiever and has the capability of reaching the highest mark/ grade point. In this regard, DPGA provides not only the best of the human and material resources to hone his skills but also the environment that will prove to be conducive to his growth as a student. We aim to provide a school culture which is inclined toward learning and development, rather than performance. It focuses on self-reflection, self-evaluation and self-improvement. Through the implementation of this policy, the school also aims to hone the Learner Profile attributes of ‘Risk-Taker, Principled, Balanced, Knowledgeable, Thinker, Communicator and reflective. We at DPGA believe that in order to set achievable goals for the students, they must be provided the basic skills required. While the management supports the teachers in reaching their goals and achieving their targets, it also provides the professional development required for it. While each subject teacher is provided with the training of his/her subject (in house or outside), they are further trained in assessment management. The higher and the middle management members of the school, work in tandem to analyze student performance in order to provide remedial action if required.

### **Analysis of assessment data to inform teaching and learning.**

Student performance is analysed after each examination. Teachers compile student performance data and meetings with the staff are held to evaluate the progress of the students. This strongly reflects on the teaching-learning process. While the teachers correct the papers, they simultaneously write a reflection on the student. This helps them in the overall student performance. Further, the subject reports prepared by the teachers, serve as an indicator towards finding solutions for improvement. Analysis of all formative and summative assessments helps towards arriving at a predicted grade for student admissions in universities. This predicted grade may however differ with the actual grade given by the IBO which then serve as a basis for further reflection on the teaching-learning process.

The following graph represents the analysis on results in the past years of the IBDP.



The school provides opportunities for students to participate in, and reflect on, the assessment of their work. This self-assessment, along with peer assessment and reflection, aids in their grade improvement. Further, CAS journals contain a self-assessment component wherein the students identify the 8 learning outcomes pertaining to each activity.

### **EE at the DP**

Designated time is set for the Extended Essay within the timetable, wherein the importance, the procedure and the assessment criteria is communicated to the students. The IB coordinator and the Extended Essay in charge, help the students in identifying the subject for the essay. The subject specific supervisors then help them to formulate the essay title and the research question. Regular guidance is then provided towards the completion and fruition of the essay. While the consolidation of learning takes place along the way, the subject teachers and the extended essay in charge serve as guides and mentors for further reinforcement of learning. A teacher's extended essay checklist helps in ensuring that the extended essay meets all the requirements laid down by the IB. To ensure compliance with the academic honesty policy, the essay is uploaded on 'Turnitin' software.

### **IBDP Assessment Aims:**

- To support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
- To have a sufficiently high level of reliability, of DP assessment appropriate to a high-stakes university entrance qualification.
- To reflect the international-mindedness of the program wherever possible, and to avoid cultural bias, and make appropriate allowance for students working in their second language.
- To pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- To include in each subject, a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- To have the professional judgment of experienced senior examiners, supported by statistical information, as the principal means of assessing student achievement and determining subject grades

### **External Assessment**

Ranging through different groups of subjects, different procedures have been prescribed by the IBO to assess the acquired skills of the students. These skills are measured against the objectives of the subject through different tools either through internal assessments or external assessments and moderations. For each subjects group, assessment includes a formal examination. The ToK essay, the Extended Essay and the Group 1 & 2 written assignments, although written over the two years course, are assessed externally. The external assessment components include the following:

Essays

Structured problems

Short-response questions

Data-response questions

Text-response questions

Case-study questions

Multiple-choice questions

### Internal assessments:

The 'Internal assessment' components are assessed by the subject teachers and are sent for moderation. They include about 20% to 30% of the overall mark per subject. Others like Visual art have about 50% of the practical out of the overall mark. The internal assessments include the following:

- Oral work in languages
- Commentary writing (Economics & BM)
- Research project (BM)
- Laboratory work in the sciences
- Investigations in mathematics
- Art etc.

Final assessments and grades are based on the assessment criteria prescribed by the IB. The overall subject assessments are based on a 7-point scale with 7 being the highest. With 6 group subjects, there are additional core group subjects like the ToK and the Extended Essay. While the 6 group subjects amount to a total point of 42, the core subjects hold 3 additional points on the highest scale, amounting to a highest total of 45 points. (See appendix: Diploma requirement criteria)

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information. Assessment for the IB diploma is *criterion-referenced*, not "norm" referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize

isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.

### **Assessment policy in relation to the Academic Integrity policy**

DPGA seeks to maintain and promote the highest standard of academic integrity amongst its faculty and students. Additionally, it provides guidance to teachers and students to enable them to adhere to the academic honesty principles and discourage any sort of malpractice in order to optimize the teaching – learning outcomes, thereby ensuring that students do not knowingly or unknowingly jeopardize their diploma.

In the area of internal assessment teachers are informed in no uncertain terms that assignments, be they commentaries, portfolios, research projects etc. needs to be the work of the student him or herself and the information is authentic and not fabricated. This needs to be confirmed with the help of the anti-plagiarism software ‘Turnitin’ that has been prescribed. The preferred method adopted for acknowledging ideas, sources, needs to be adhered to.

Guidelines laid down by IB with regards to the preparation (question papers, mark scheme, strong room, examination/proctor room) and conduct of examinations (seating arrangements, announcements before and at the end of examination) the subsequent assessment done in accordance with the prescribed criteria (corrections of papers done in designated room and preparation of teachers' reflection sheet) and reporting of results in a fair and unbiased manner (open day) is second nature to all IB teachers.

### **Assessment policy in relation to the Language Policy**

The language needs of the students are taken into consideration while implementing the assessments and the assessment policy. (see Language policy)

### **Assessment policy in relation to the SEN Policy**

Since IB supports the view that “individual differences are not problems to be fixed, but opportunities for enriched learning”, IB teachers are encouraged to practice “differentiation in teaching through identifying a student’s learning style, scaffolding their learning, and

differentiating the curriculum in order to develop the student's true potential". This is reflected also in the mode and method of assessment used for evaluation. Differentiated assessment practices with the purpose and outcome of the assessment need to be made explicit to all concerned. On-going assessment assumes importance and becomes the vital key to informed teaching and learning for both teachers and students. Self-reflection and peer review, enhances and supports all students to become independent and responsible for their own learning. Besides, in cases where special arrangements are required, the guidelines prescribed by IB will be scrupulously observed (see document: Candidates with special assessment needs).

Conclusion: Assessment as far as the IB is concerned is criteria based and it provides the teachers ample guidance to ensure a fair assessment is carried out. It is up to the teachers to ensure that the students are aware of the criteria they will be assessed on in each subject and diligently apply them in their assessments.

*Reflecting the academic honesty policy, this policy is a working document and is revised annually. It is made available to the members of the school community and a printed copy is retained in the school libraries. This policy has been approved by the members of the governing body and is binding on the members of the school community.*

## **Bibliography**

Approaches to teaching and learning across the Diploma Programme-Executive summary March 2012

[www.drpillaiiglobalacademy.ac.in](http://www.drpillaiiglobalacademy.ac.in)

[www.occ.ibo.org](http://www.occ.ibo.org)

[www.ibo.org](http://www.ibo.org)

Handbook of procedures for the Diploma Program 2014

Guide to academic honesty policy-IBO

Towards a continuum of Learning

DPGA SEN policy

Standards and Practices (2012)

Diploma program Principles into practices (April 2009)

---

\*\*\*\*\*

## Diploma requirement criteria

What does a student need in order to get the full IB Diploma Programme?

*(from Article 15 of General Regulations in Handbook of Procedures 2010)*

- At least 24 points overall
- Grades in all six subjects and Ex Essay and ToK
- All CAS requirements met
- At least grade D in Extended Essay **or** ToK
- No grade 1 in any HL or SL subject
- No more than three grades 3 or below
- Not judged by IB guilty of malpractice

**then**

<b>If 24-27 points</b>	<b>If 28+ points</b>
<ul style="list-style-type: none"><li>• no grade 2 in any HL subject</li><li>• an average of 4 points in each HL subject</li> <li>• no more than one 2 in any SL subject</li><li>• an average of 3 points in each SL</li></ul>	<ul style="list-style-type: none"><li>• no more than one 2 in any HL subject</li><li>• an average of 4 points in each HL subject</li> <li>• no more than two 2s in any SL subject</li><li>• an average of 3 points in each SL subject</li></ul>

- If a student does not get the full DP, they can still go on to University by taking the certificated route and getting UCAS points for each separate subject (though the range of Universities which accept this is far narrower)

Therefore to make sure you pass and get the full Diploma,

*(i.e. to play it safe)*

- get at least 24 points overall
- get at least Ds in both EE and ToK
- get at least 444 in your HL subjects
- get at least 333 in your SL subjects