



PODAR ORT INTERNATIONAL SCHOOL

Portis Assessment Policy

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SCHOOL MISSION STATEMENT

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

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.

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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-MINDED

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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ONGOING ASSESSMENTS

Effective ongoing assessment is varied, integrated and continuous process through which learners receive feedback utilizing well-defined criteria for measuring successful performance. The learning objectives are linked to the ongoing assessment process.

Assessment philosophy

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

At PODAR-ORT, we believe that assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision-making is driven by our assessments.

Characteristics

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Benefits of providing assessment feedback and feed forward

- For students: to encourage the start of lifelong learning.
- For teachers: to support their reflection on what to teach and how to teach it.
- For parents: to be informed of their child's learning and develop

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Purpose of assessment

Why do we assess?

At PODAR-ORT assessment forms an integral part of the curriculum. It is used to assess the process of learning and the outcome, as well as to inform planning, teaching and reporting throughout the three programmes. It is the belief of the school that both formative and summative assessment are necessary and that the students are fully involved in the assessment process as active participants in their own learning.

What do we assess?

Assessment consolidates all aspects of the school curriculum and employs a range of tools and strategies.

Who Assesses?

Both the students and teachers are involved in assessment. Teachers continuously assess students both on a formative and summative level, and give regular feedback to further the students' skills and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning.

How do we assess?

Pre-Assessment/ Diagnostic Assessment

- Assesses prior knowledge.
- Assesses what students want to learn.
- Directs the teacher in planning of learning activities.

Formative Assessment

- Is interwoven within daily learning and instruction.
- Allows the teacher to make necessary adjustments to teaching plans and methods.

Promotes learning by giving regular and frequent feedback, which helps learners to improve knowledge and understanding, fosters enthusiasm for learning, engages in thoughtful reflection, develops the capacity for self-assessment, and helps learners recognize the criteria for success.

Summative Assessment

- Is designed before a unit is taught.
- Informs and improves student learning and the teaching process.
- Occurs at the end of the teaching and learning processes.
- Measures understanding of the central idea and prompts student action.
- Provides students with opportunities to demonstrate what they have learned.



Reflection

- Provides students with opportunities to reflect on their learning.
- Provides students with opportunities to reflect on the IB Learner Profile and ATL.
- Provides opportunities for teacher, student and peer interaction.
- Provides teachers with feedback to direct future planning.

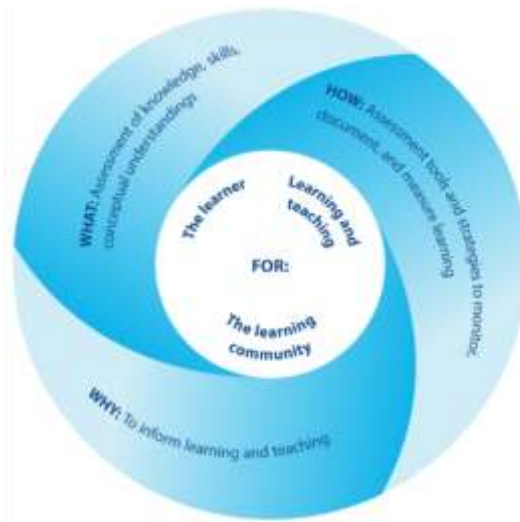
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THE ALL-SCHOOL ASSESSMENT PROCEDURES AT PORTIS

- Reflect the **international** nature of the school, curriculum and community
- Are **consistent** in the application of programme guidelines and assessment expectations
- Are **transparent and clear**, with criteria and expectations shared with parents, students and teachers
- Utilize a variety of **authentic, relevant and challenging tasks**, designed to suit a wide variety of learning styles and needs; as well as requiring learners to use critical and creative thinking skills
- Involve a range of **assessment of learning, assessment for learning and assessment as learning**
- Involve regular written and oral **reporting** and **feedback** systems, which are constructive and meaningful, and avoid unnecessary ‘surprises’
- Contribute to development of **life-long learners** and the attributes of **IB learner profile**
- Promote and encourage active **reflection**, requiring students to habitually assess their own learning and progress

PYP INTEGRATED ASSESSMENT

“Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.



Establishing and fostering a school-wide culture around assessment begins by:

- developing assessment capability within the learning community
- developing a comprehensive assessment policy that emphasizes assessment integration
- creating opportunities for teachers to plan, reflect and moderate assessment collaboratively
- providing school-wide professional development opportunities around integrating effective assessment
- reinforcing the role assessment plays in finding out what students know and can do, and in identifying the next steps for their learning
- reinforcing the links between monitoring, documenting, measuring and reporting of learning.

In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation (Hipkins 2009). This could have a powerful effect on the development of knowledge, conceptual understandings and skills.

Teachers in a learning community ask the following questions.

- What awareness and understanding do we have of student learning?
- What is the evidence of what students can do, say, write, create and demonstrate?
- How do we support students to understand what constitutes quality?
- What other contexts can we provide for students to practise their skills?
- What action needs to be taken to develop the learning further?
- How will we know that we have sufficiently supported student learning?
- How can we identify progression in learning across multiple contexts or units of inquiry?
- How do we use evidence of learning to plan the next learning steps with students?

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

Assessment is a powerful tool to **support students in becoming self-adjusting learners**. As they reflect on their progress and set goals for future learning, they may consider the following questions.

- What do I need to know?
- What knowledge and skills do I need to develop in order to answer my questions?
- What steps do I need to take to ensure that my learning exemplifies quality?
- What further possibilities do I see?
- How do I incorporate feedback to achieve my learning goals?

Students and teachers set and reset learning goals to answer the questions “Where am I going in my learning?” and “What do I need to get there?” These are personalized for each student and connect new learning to prior learning. Learning goals are revisited throughout the learning process to monitor progress. In PYP schools, personal learning goals support the creation of high expectations by:

- making learning transparent to the teacher, the student and their families
- building a shared understanding of what learning is to be achieved
- encouraging reflection and focused feedback
- inviting students to take ownership of their own learning.

Success criteria describe what quality and achievement will look like. They are specific and measurable. Students and teachers co-construct success criteria to answer the questions “What does successful learning look like?” and “What are we looking for during learning?”

Co-constructed success criteria support learning by:

- building a common understanding of what constitutes quality
- allowing for specific feedback on learning and feed forward into next steps of learning
- providing the structure and language for reflection, self-assessment and peer feedback
- providing the criteria against which learning is measured.

Young students’ learning is measured against individual developmental milestones and celebrates achievements at times that are pertinent to them.

Elements of integrated assessments:

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed with learners and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.”

(Learning and Teaching – Integrated Assessment From PYP Principles to Practices. 2018)

What to assess?

Once this content is identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning. In determining what to assess, teachers might ask the following questions.

- Is it the process or product of learning we aim to evaluate?
- Is it to understand prior knowledge—what the student already knows and can do?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?

- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?

The criteria for assessment must be known to students at the beginning of the inquiry and should be documented in one of the PYP planners, an adapted planner or the PYP planning process. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.

How to assess?

In order to discover what the students know and have learned we use assessment of learning assessment for learning and assessment as learning. It is important to bear in mind that a well-designed learning experience provides assessment data, and is therefore a vehicle for ongoing integrated assessment.

Figure AS03: Assessment to inform learning and teaching



Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of **strategies**: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. **Tools** used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation is both physical and digital to make learning visible. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: Feedback and reflection.
- Learning stories: The learner shows knowledge, conceptual understandings or skills.
- Portfolios: Is students record of exemplary work.
- Documentation tools include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Lexile testing is used to understand the reading levels as well as students have the agency to take up standardized testing.

Analyzing learning

Teachers collaboratively use multiple data points to identify patterns and trends to evaluate student progress. Outcome of this analysis informs and guides decisions about learning and teaching. Assessment sample moderation by the teachers on common assessments across sections is done to ensure quality assessment.

Reporting learning

Reporting should:

- be clear and meaningful to all users
- be consistent, with common expectations for Grade groups and school sections
- provide a true, helpful picture of each students’ learning in the five essential elements
- include samples of children’s work to support teacher’s judgements (supporting samples may be in individual student Portfolios)
- include a balance of information be updated regularly.

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Reporting to students:

Students receive regular feedback in order to reflect on their progress and set targets for themselves. This is an on-going part of the assessment process. The students receive feedback both orally and in written form on a regular basis, both from the teacher and their peers. This feedback can be either in a formal or informal setting.

Reporting to parents:

In the PYP we share assessment information with parents through:

- Portfolios

The use of portfolios as evidence of students' achievements is suggested as a means of documenting "both the process of learning and the product, including images and evidence of students in the process of constructing meaning".

- Conferences

During the year we hold three-way conferences, parent-teacher conferences and student-led conferences.

- Student Report Cards

Parents from Nursery to Grade 5 receive a comprehensive written report at the end of semester 1 and 2 in any given academic year. They also carry anecdotal comments as a part of feedback and feed forward process.

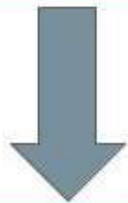
Generation & Collection of Data and Evidence

From monitoring and documenting:

- Focused observations
- Learning tasks
- Feedback
- Self reflection
- Self assessment
- Peer feedback
- Conferencing
- Questioning
- Portfolios

From measuring tools:

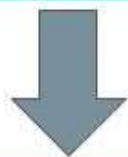
- Class based test scores
- Standardised test scores



Collaborative analysis of Data and Evidence

Identify:

- Working strategies
- Possible changes to teaching practice
- Students who require additional scaffolding, practice, reinforcement, deeper modelling
- Students who need extension, deepen thinking, application of learning
- Quality and depth of learning



Reflect and act on Data and Evidence

Consider:

- Teaching strategies
- Data collection
- Decision for time and material resource

Grading for PYP

Students receive grades for the IB Learner Profile, Approaches to learning, Unit of Inquiry, Language, Mathematics, Single Subject as well as Personal Social Education using the 1-4 scale.

| Grade | Level | Descriptor |
|-------|------------|---|
| P | Proficient | Demonstrates proficiency in understanding and application of the concepts and skills addressed. |
| C | Capable | Demonstrates fair understanding and application of the concepts and skills addressed. |
| D | Developing | Demonstrates a basic understanding and application of the concepts and skills addressed. |
| N | Novice | Beginning to demonstrates a basic understanding and application of the concepts and skills addressed. |

Reporting:

- Teachers pass on individual Math and Language learning continuums for each student, based on scope and sequence documents.
- Each student's portfolio is passed to the next class teacher.
- Reports are available on the Managebac platform
- Transition meetings take place between present and upcoming teachers at the end of the academic year.

Assessing the student's learning journey

Students should be observed in a range of situations and different assessment strategies should be used. Teachers should record student comments and listen carefully to the dialogue between students to obtain assessment information. Observations should be shared with students, parents and colleagues to help understand the individual student and their interactions. Through listening and learning areas of learning that the students particularly enjoy can be identified and subsequently stimulating experiences can be planned.

The Exhibition

In Grade 5 the students participate in the PYP exhibition. The Exhibition is an in-depth collaborative inquiry that starts from personal interests and passions and extends into real world issues. The exhibition allows students to demonstrate their engagement with the five essential elements of the programme and to apply their learning from previous years. The exhibition includes regular and carefully planned assessment, be it assessment for learning, as learning or of learning both formative and summative. The exhibition takes place within the school and the school community and student from other schools are invited for it.

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MYP ASSESSMENT DISTINCTIVE FEATURES

1) Formative And Summative Assessment

- The continuous assessment policy which is followed is a mix of formative and summative, formal and informal assessment which provides variety of assessment tools in order that a correct assessment can be made of each learner.
- Both formative and summative assessment will occur within a single grading period.
- A record of formative assessment is kept with the teacher is used for prompt feedback however while reporting at the end of each semester the report would be based on summative assessment.
- For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.

2) Criterion based Assessment

- IB MYP teachers should refer to the “Assessment” section in IB MYP FFTP.
- All assessment at PORTIS is criterion-based. General grade boundaries given by the IB are to be used in all the subjects for final MYP grade. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at PORTIS.
- In MYP grading is undertaken positively and consistently in relation to clear subject criteria.
- Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a “best-fit” model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best fit’ description of the candidate's work.

3) Task Specific Rubrics And Task Specific Clarification.

- Students must be informed which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfil the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task.
- Assessment rubrics should be developed and applied to all summative assessment tasks.

These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should: Support learning by providing clear guidance. Provide transparency to the process for students, their families and teachers. Provide clear, measurable evidence of learning.

- Link generic descriptors and their command terms to task-specific clarifications.
- Feedback to students should be prompt (within 6 working days of work being submitted) and supportive. Teachers must keep a clear and accurate record of all assessment activities.

4) Reporting In MYP

- The final reporting is done only on summative assessments in the Manage Bac.
- As a general rule, in the MYP each criteria should be assessed at least twice a semester.
- The Achievement Grade is determined by adding the criteria grades, and awarded using the IBMYP published grade boundaries.
- It should be made clear to students which assessment tasks contribute to their final semester grade.
- Grades for the individual criteria should reflect how the student has performed over the reporting period, it is not an average across all observations for that criterion.
- The reports once generated will be made able online in Managebac.

5) Academic Integrity Matters (Cross Referenced)

- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Integrity Policy for further guidance.
- If a teacher, or another member of staff, suspects that a MYP student may have breached the school's standards of academic integrity, he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.
- If it can be shown that inappropriate work has been submitted, the MYP Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement.
- Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

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Grade 9 And 10 (IGCSE) ASSESSMENT

In Grade 9 and 10 the whole school assessment policy of following the comprehensive continuous assessment systems is operative with the mix of formative and summative assessments under taken in 2 semesters in every academic year. The grading system followed is from A* to U*

Descriptive Grading Criteria for Grade 9 and 10 IGCSE

Students receiving a grade demonstrate most of these characteristics most of the time.

| | | |
|-----------|-----------------------|---|
| A* | Excellent | <ol style="list-style-type: none">1. All or almost all learning goals are fully or consistently met.2. Successfully completes open – ended tasks with quality work.3. Test scores indicate a high level of understanding of skills and concepts.4. Assignments are complete, of a high quality, and well organized. |
| A | Very Good | <ol style="list-style-type: none">1. Generally all learning goals are fully or consistently met.2. Open – ended tasks are completed, although the student may need support in dealing with ambiguity.3. Test scores indicate a very good grasp of skills and concepts.4. Assignments are generally complete, thorough and organized. |
| B | Good | <ol style="list-style-type: none">1. Most of the learning goals are fully or consistently met.2. Test scores indicate good acquisition of skills and concepts.3. Assignments are generally complete; however, quality, thoroughness and organization vary. |
| C | Satisfactory | <ol style="list-style-type: none">1. Only some of the learning goals are fully or consistently met.2. Needs some support to begin and / or complete tasks.3. Test scores indicate satisfactory acquisition of skills and concepts.4. Assignments are widely varied in quality, thoroughness, and organization. |
| D | Mediocre | <ol style="list-style-type: none">1. Few of the learning goals are fully or consistently met.2. The student rarely completes tasks even with support.3. Test scores indicate little grasp of skills and concepts.4. Assignments are of low quality and are frequently incomplete. |
| U | Unsatisfactory | <ol style="list-style-type: none">1. There is incomplete evidence to make a valid and reliable judgment on student’s achievement, or the student’s competence is so limited that little or no meaningful material is available for assessment.2. Little or no material has been produced. |

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IBDP DISTINCTIVE FEATURES OF ASSESSMENT

1. Formative And Summative Assessment

- The continuous assessment policy which is followed is a mix of formative and summative, formal and informal assessment which provides variety of assessment tools in order that a correct assessment can be made of each learner.
- Both formative and summative assessment will occur within a single grading period.
- All school based assessment should be designed to be formative in nature for the student and summative where appropriate. All formative assessments are a lead up to the summative assessments designed for IB.
- Feedback to students should be prompt (within 5 working days of work being submitted) and supportive

2. Criterion Based Assessment

- All assessment at PORTIS is criterion-related; however, DP use distinct scheme of work and subject specific criteria.
- Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at PORTIS
- Each assessment activity must allow students access to the full range of achievement descriptors
- IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work. .
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" approach.
- When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers will consult subject guides, mark schemes and Examiners Reports for current grade boundaries and criteria
- Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

3. Reporting of DP

- The reporting of the students' semester academic performance, Student Reflections, CAS, EE, TOK and IA will be done on Manage Bac. The reports once generated will be made able online in Managebac
- The final report card / transcript levels of DP from Grade1 to 7 would apply.
- The final grade would demonstrate the most accurate demonstration of student performance and there

will not be any averaging of attainment grades over a reporting period.

- In the Managebac there would be a record of formative assessments which is a lead up to reporting of summative assessments in each reporting period.
- CAS records are maintained through Managebac based on its objectives. The report cards sent via Managebac to the parents indicate CAS progress.
- The norms of securing the IB diploma would apply in the semester grade without taking the CAS and TOK performance.
- In DP there should be at least four substantial assessments per semester (if this is not possible The HOD should consult the Diploma Coordinator)
- A variety of assessment types should be used for grading.
- Published IBDP assessment objectives and criteria are shared with all students. All work is to be assessed keeping these objectives and criteria in mind.

4. Academic integrity

If a teacher suspects that a student is guilty of malpractice, he/she will be awarded a level of achievement. At all times students must refer to the school's Academic integrity Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic integrity, he or she will inform the DPC. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the DPC will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

Internal Assessment responsibilities of DP teachers

- All teachers teaching the IBDP subjects must guide the students through the internal assessment tasks and abide by the instruction and guidelines given in the IB Extended Essay, Theory of Knowledge and subject guides.
- Teachers must submit the cover sheets, drafts of internal assessment, essays and other related material to the IBDP coordinator.
- The teachers must adhere to the school deadlines for internal Assessment as printed in the IBDP handbook.
- Any concern on students not being able to meet the deadlines for internal assessment should be brought to the notice of the IBDP Coordinator via email, at least a month in advance, and the necessary corrective actions must be taken.
- If the student still does not meet the deadline due to negligence, parents may be requested to come to school for a meeting with the Coordinator and the subject teacher(s) involved.
- The coordinator or the teachers cannot change the internal assessment deadlines printed in the handbook.
- Any changes should occur only under exceptional circumstances and with prior permission from the Head of School.
- Written feedback should not be expected on drafts of major assessment tasks (such as EEs or IAs) that are submitted after internal deadlines.

DP Mock Examinations – Mark schemes and Grade Boundaries

- Grade 12 the IBDP mock examinations are based on the 2 years course
- the IBDP pattern of assessments.
- A clarification of the weighting between components for the award of grades should be shared prior to the exams with the students.
- The grade boundaries will be decided by the department which generally is based on the previous IB examination's grade boundary.
- The mock examination is a standalone result of the student's performance

1. Grading System & Descriptors for IBDP (Grade 11 and Grade 12)

- Please refer to the detailed grade descriptors given in Appendix 1.
- IBDP Criterion based assessments are followed with the respective Grade Boundaries.

| Grade | Level | Descriptors |
|-------|--------------------------|---------------------------|
| 7 | Excellent performance | As per each subject group |
| 6 | Very Good performance | As per each subject group |
| 5 | Good performance | As per each subject group |
| 4 | Satisfactory performance | As per each subject group |
| 3 | Mediocre performance | As per each subject group |
| 2 | Poor performance | As per each subject group |
| 1 | Very poor performance | As per each subject group |

Predicted grades for IBDP students

Prior to the respective board final Examinations, Predicted Grades of the students are required by the IBO. These are to be submitted by the respective subject teachers after moderation and discussion within the departments; to the DP Coordinator by first week of March. The Predicted grades for DP 2 students for University Application are required to be released by first week of November. Predicted grade should, as far as possible, be an accurate representation of students' final grade. The confidentiality of the same should be maintained by all concerned.

The Predicted Grade Procedure and Practices

The predicted grade 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. Predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. The IB takes measures to work with schools that consistently under- or over-predict student grades

Principles of Predicted Grades

- **aspirational but achievable** – stretching predicted grades are motivational for students, unattainable predicted grades are not
- **determined by professional judgement** – your expertise and experience are vital in informing predictions
- **data-driven** You should look the students' performance over the year giving more weightage to internal examinations to inform your predictions

Methodology

- From interim PG to final PG
- PG is decided subject wise
- The internal summative assessments/ examinations which cover possibly all assessment components of the subject are better indicators of the interim PG during the passage of the two years
- In each subject we take the each component and its weightage; then taking the grade boundary into consideration to arrive at the possible PG.
- Nevertheless, professional judgment may need to be applied taking in other external factors which may have favourably or unfavourably impacted the PG and hence may not be the correct PG even though its calculation has been done keeping point 1-3 in mind. Eg student's illness etc and teacher's judgement on the student's ability to perform in the final IB examinations.
- Generally speaking towards the end of the 2 years , when subject courses are completed, professional judgement of the teacher would be better at arriving at the final PG
- The mock examinations and the assessed IA would be a give a clearer indicator of the final PG, keeping other factors to be constant
- Periodic meetings take place with the DP teachers for discussion on PG

Conclusion

The predictions are thus based on: student performance in the exams (where appropriate), students work during year 12, and your knowledge of your students. Be 'positive' in your prediction whilst retaining realistic accuracy. That is, we will try to predict the best grade that we can within the parameters of feasible accuracy

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MANAGING ASSESSMENT TASKS IN MYP & DP

Notification of Assessment Tasks

- Students must be given at least five school days notification for the submission of assessments or the sitting for an assessment.
- Notification must be written, either electronically or through the diary.

Instructions for Assessment Tasks

- Teachers will provide relevant instructions along with rubrics, with task specific clarifications where applicable, including the test date or due date.

Drafts for Written Tasks

- Where appropriate, drafts may be checked by teachers for assessments, with a clear timetable for the submission of the draft. Students will be given a minimum of one cycle to respond to the suggestions, and to submit the final work.

Submission of Student Work

All assessments must be notified as a ‘task’ on the ManageBac calendar. Students should be informed by email. ManageBac notification should include the following features:

- 1) Indication of task content and conceptual understandings
- 2) Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc
- 3) The criteria to be assessed, with generic descriptors and task-specific clarifications
- 4) Task’s due date needs to be stated.

Late Submission of Assessment Tasks

- Keep the parents informed about the same through the student handbook, via managebac or through an e-mail.
- The achievement level awarded for that work ***will not be reduced***, however the action will be reflected by a comment in the report.
- For repeated late submissions, after notification in the diary by the teachers, a sms to be sent through our E- campus software to parents to chase up late submissions.

Students can be required to stay during free periods, and after school (providing contact has been made with home, and that transport is organised)

Extensions and Deadlines

‘Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits’.

- Extensions are available, however only due to either unavoidable or exceptional circumstances, at the teachers’ discretion. Students should communicate with their teacher at least one school day prior to the due date for an extension (where possible).
- An email or a letter from parents should be received by the teacher at the time of the request, or the student can request the extension through email with the parent included in the correspondence.
- An alternative due date should be communicated to the student and the parents.
- If absent and such absence is communicated then students should submit the assessment on the first day back to school after the absence, or as soon as practicable, if valid reasons prevent submission on the day of their return.
- In the case of in-class assessments students will be expected to retake at the next available date, if possible (at the department’s discretion and if absence is due to genuine reasons. When scheduling a time to complete a missed task, the teacher will take into account a student’s circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

- If any student is repeatedly seeking extension of deadline on grounds of special/medical leave the matter will be brought to the attention of the HOS by the MYP/DP Coordinator.

Group work

- Teachers should be aware of what work individual students will contribute during group assessments.
- Where possible teachers should allocate grades for different group members according to individual involvement and performance, this should be made explicit at the beginning of the assessment. (TOK group presentation all members of group must be given the same grade - according to the new guide)

Non-submission of School-based Assessment

This is defined as work that has not been completed by the end of the reporting period in which it was due for submission. Since “catch up time” will be provided within/after school the written assessment perhaps may be incomplete in nature. The teacher must take a copy of the incomplete work done during ‘catch up time’ and if the work at the end of the reporting period is still incomplete/in a draft stage then the student will be assessed on the incomplete/draft work. In other words, there cannot be a situation of non-submission of assessment.

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MODERATION

Aim:

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

Moderation Process at PORTIS

- Moderation of assessment pieces should occur before the first reporting period to ensure that consistent grades are awarded by all members of the department.
- Moderation on should occur at least once a semester, per programme per subject.
- At least two teachers within the department/Group should be involved in the moderation process
- For IBDP IA moderation, all the teachers involved must participate in the process.

Personal Project Moderation Procedure:

- The Personal Project criteria are discussed in detail once again during professional development meetings and the same is emailed to all the supervisors along with the record form for keeping the grade record.
- The allocated supervisor awards grades to the PP report and kept confidential.
- Supervisors are divided into groups (two teachers) keeping in mind that each group will have one experienced supervisor as facilitator.

- Later, this group is provided with a criterion rubric (one at a time). Each teacher will get a criterion rubric and assess individually, justifying the same.
- A Google sheet will then be provided to enter their respective levels of achievements for each criterion.
- The teachers in the group will then deliberate to come up with a grade along with their comments.
- The supervisor will then enter their respective levels of achievement with their comments.
- The group, along with the supervisor will come up with the final grade.
- The PPC, MYPC and the supervisor will then discuss and review PP report in accordance with the IB expectation of achievement levels, Then, arrive at a consensus for the final grade to be entered on IBIS
- The comments will be shared with the students on Managebac.
- EE standardization should occur, within departments, where possible.
- TOK standardization should occur, within all TOK teachers, where possible.

IB MYP/DP Moderation

- The HOD will be informed of both the IB MYP monitoring and the IBDP IA processes by the appropriate coordinator who will also supply a timeline and reminders.

Moderation Feedback

- For the majority of tasks students can expect feedback within one week of submission.
- Oral feedback focussing on the rubrics will lead class discussion when the work is returned to students.
- Feedback to parents must occur if individual student grades are at a level that would most likely contribute to an overall grade of 2 or less for the reporting session. Parents get a comprehensive feedback during Parent teacher conferences.
- On-going assessments are aimed at providing information to guide teaching and improve student performance.

Inclusion provisions

The inclusion team will inform teachers of the level of support for the students in their class

and the type of support that can be offered in respect to the needs of students. Where accommodations are needed, they will be assigned from or organized by the inclusion team. Inclusion team will be involved in planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-programme assessment. The process of IGCSE/MYP/IBDP for inclusive assessments arrangements will be followed after securing the accommodations granted by the IB and Cambridge. Refer to the PORTIS Inclusion Policy for further details.

Assessment Policy Review and Communication Process

- The Assessment policy is reviewed every 2 years, or when there are changes in the IB policy/stipulations or as and when required.
- The SLT along with the Heads of Department and Inclusion team review and then revise the assessment policy. The Heads of department in turn take it to their respective departments for discussion and feedback.
- The revised all school assessment policy (which is in line with the IB guidelines) is approved and finalized by the SLT and then distributed to the PORTIS community through the school intranet.

*The PORTIS assessment policy reviewed and finalized in March 2021 & March 2023. [Back to Contents](#)

REFERENCES:

The following documents were consulted while writing this assessment policy:

1. PYP – From principles to practice – IB 2018
2. MYP- From Principles to Practice- IB 2014
3. The MYP programme- Handbook of procedures 2014
4. The Diploma programme- Handbook of procedures 2013
5. PORTIS Inclusion Policy
6. PORTIS Academic Integrity Policy
7. ATL continuum document
8. RBKIA Assessment Policy
9. IB General regulations: Diploma Programme standards and practices
10. Diploma programme assessments Principles and practice
11. Guidelines for developing a school assessment policy in the Diploma Programme 2010

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