



Sanjan Nagar

Public Education Trust

Higher Secondary School

“Enabling Our Future”



Assessment Policy

SNPET MISSION

“Our vision is to enable children and youth to become caring, knowledgeable, and creative citizens of tomorrow for the meaningful progress of our society through a holistic education experience.”

IB MISSION

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, government, and international organizations to develop challenging programmes of international organizations and rigorous assessments.

A Note for Parents:

Dear SNPET-HSS Parents,

At SNPET, our school policies are rooted in the IB philosophies, standards, and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Sanjan Nagar is a journey of lifelong learning unlocking the potential of children/families from diverse and disadvantaged backgrounds. It is an evolving school for the future, nurturing young learners through inquiry-based liberal education in a global context bearing the motto ‘Enabling our Future’ Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find our philosophy driving the policy, your child’s rights to quality learning and community responsibilities, and a description of how each policy upholds the IB learner profile.

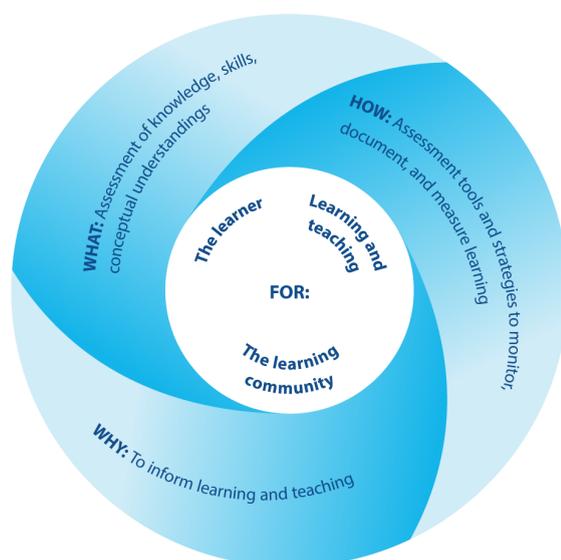
Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

SNPET-HSS

SNPET Philosophy of Assessment

Sanjan Nagar defines assessment as a “ continuous process of identifying, gathering and interpreting information about students’ needs and learning”. Assessment is a vital part of the School’s teaching and learning programme as it provides parents, teachers, and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies and to measure the outcomes of learning at particular key milestone stages.



Assessment Rights and Responsibility

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for the purpose

Rights	Responsibilities
<p>Students</p> <ul style="list-style-type: none"> ● Know each assessment's success criteria 	<p>Teachers</p> <ul style="list-style-type: none"> ● Co-plan success criteria with the students <p>Students</p> <ul style="list-style-type: none"> ● Partner with teachers to design their learning goals and success criteria
<p>Students</p> <ul style="list-style-type: none"> ● Receive meaningful feedback to feedforward and reach higher levels of achievement 	<p>Teachers</p> <ul style="list-style-type: none"> ● Give effective feedback (including strategies to improve) and communicate learning progress <p>Students</p> <ul style="list-style-type: none"> ● Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
<p>Students</p> <ul style="list-style-type: none"> ● Have the opportunity to reach the highest levels of the criteria 	<p>Teachers</p> <ul style="list-style-type: none"> ● Differentiate and prepare the students for success ● Communicate success criteria early, thoroughly, and clearly <p>Students</p> <ul style="list-style-type: none"> ● Continue to approach assessments with a growth mindset
<p>Students</p> <ul style="list-style-type: none"> ● Are assessed in the appropriate environment 	<p>Teachers</p> <ul style="list-style-type: none"> ● Assess the effectiveness of the learning environment on the student's learning ● Evaluate students' needs before the assessment

	<ul style="list-style-type: none"> ● Guide students on appropriate assessment practices and behaviors <p>Students</p> <ul style="list-style-type: none"> ● Prepare and behave appropriately in assessment situations ● Demonstrate academic integrity ● Contribute to an appropriate assessment environment
<p>Students</p> <ul style="list-style-type: none"> ● Are assessed with a consideration to their learning profile, cultural and linguistic background 	<p>Teachers</p> <ul style="list-style-type: none"> ● Plan multiple opportunities for success ● Use differentiated assessments (portfolio, performance, written, oral, etc.) ● Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student

Rights	Responsibilities
<p>Families</p> <ul style="list-style-type: none"> ● Are informed about the nature of assessment 	<p>School leadership</p> <ul style="list-style-type: none"> ● Engages parents in school assessment practices ● Facilitates opportunities for a dialogue <p>Teachers</p> <ul style="list-style-type: none"> ● Communicate assessment inclusive access arrangements early, thoroughly, and clearly
<p>Families</p> <ul style="list-style-type: none"> ● Know the method of effective feedback 	<p>School leadership</p>

	<ul style="list-style-type: none"> ● Informs parents about the various methods and platforms for feedback <p>Teachers</p> <ul style="list-style-type: none"> ● Communicate about whether the feedback is formal or informal ● Communicate learning progress
<p>Families</p> <ul style="list-style-type: none"> ● Know when and how students are to expect the assessment 	<p>School leadership</p> <ul style="list-style-type: none"> ● Monitors communication on assessments ● Supports teachers through collaborative planning and reflection on developing consistent assessment practices <p>Teachers</p> <ul style="list-style-type: none"> ● Standardise grade level communication on assessments

Connections to other IB Policies

Assessment and Admissions

In the EY-PYP(playgroup) we take admission based on students' and parents' interviews with the section head and pyp coordinator. In PYP(Nursery- G5) we assess admission tests of languages, and numeracy and interview(parents and students) with the section head and PYP-Coordinator, progress or report card, and school leaving certificate from the previous school is required.

Assessment and Inclusion

Students with identified learning difficulties are allowed inclusive access arrangements(IEPs) and reasonable adjustments (e.g. additional time like school off time, breaks, Saturdays, etc.)

Assessment and Integrity

At SNPET, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Assessment and Language

At SNPET, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities. A range of formative and summative assessment measures are used.

An initial assessment of skills is administered to all students at the admission process to SNPET through Admissions/Placement tests. The tests help to inform the admissions as well as the language level of the student.

Assessment at SNPET

Assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its importance and value.

(Assessment, From Principles into Practice, 2019)



Giving and Receiving Feedback

Effective feedback offers opportunities for self-reflection and taking action. Feedback on knowledge, concepts, and approaches to learning supports students in moving towards their

learning goals (From Principles into Practice, Assessment, Feedback, 2020). When giving feedback, teachers focus on feedback on the learning process and feedforward on co-creating goals and next steps. Feedback at SNPET might be formal and/or informal and is given throughout the learning process. Types of feedback include teacher, peer, parent feedback, and student self-reflection.



Feedback & Feedforward (*From Principles into Practice, Assessment, 2020*)

Assessment Methods

All assessments and the recording of assessments are based upon the IB philosophy on assessment. The school uses different types of assessments to support students' learning process:

Pre-assessment: Assessments are used to determine existing knowledge and experiences.

Self-assessment: Tasks in which students actively reflect on their performances.

Peer and group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.

Formative assessment: Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.

Summative assessment: Occurs at the end of a teaching and learning cycle. Students are allowed to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Assessment Tools

Many assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria.

Assessment strategies help us answer the question, “How will we know what we have learned?” The range of approaches selected provides a balanced view of the student.

Rubrics: Established sets of criteria used for grading students’ tests, portfolios, or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Performance-based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion, and requires the development of an authentic product or performance.

Approaches to Learning skills assessment: Evaluations of students’ research, thinking, communication, self-management, and social skills.

The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Open-ended assessments: Students are presented with a challenge and asked to provide an original response.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity, and reflection.

Grade-level teachers use common assessment types, tools, and strategies within the same area of learning.

Recording and Reporting:

Students and teachers make agreements on keeping records of assessments to document student academic performance, learning goals, questions reflection, and evidence of learning using various formats, such as:

Learners Portfolio - The purpose of a student portfolio is to help students reflect on their learning, to show growth over time, and to show the development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Learning Journals and Logs - The purpose of learning journals is to record reflections and feedback on student learning

Written Report Card in the PYP (1-5) The purpose of the written report card is to communicate student progress and development as IB Learners.

Conferences - Students' learning goals are presented during the parent-teacher conferences in October. Student-led conferences take place in spring. Students celebrate their learning growth through performance and goals. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Exhibition - Takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through PYP 5. The purpose of the exhibition is to unite the students, teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

REVIEW PROCESS:

The policy is reviewed annually in collaboration with all stakeholders.

References:

- Principles into practice 2020 by IBO
- Programme Standards and practices 2020 by IBO