Garodia International
Centre for Learning Mumbai

ASSESSMENT POLICY

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GICLM Assessment Policy: Contents

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Assessment: Purpose, Procedures and Principles

Purpose

The main purposes of assessment are:

- To help students improve continuously explaining why students have achieved a certain grade (formative assessment) using the information gathered about their learning
- Improve teaching/ learning by Checking for Understanding and reflecting on achievement and learning goals
- Evaluate the effectiveness of the curriculum
- Provide summative information for tracking of progression
- Inform students and parents about progress and
- To gain qualifications to move onto the next stage of education.

Procedures

GICLM has formal procedures and defined criteria to effectively and regularly assess and review the impact of learning strategies and the level of student performance. Its purpose is to motivate all developmental aspects such as intellectual, creative, physical, emotional and social development of students. GICLM aims to have systems that track, analyse and report student performance giving a profile of the student highlighting strengths, areas for improvement and suggesting strategies for improvement. Students' grades may 'regress' as well as 'progress' from one report to another. This may reflect the different skills being judged or a more difficult stage of the course.

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Principles

GICLM School follows these principles:

- Teachers will share a common understanding and commitment to school assessment philosophy and practices.
- Assessment criteria will be shared with students and parents throughout the learning process.
- Assessment will be meaningful, challenging, age appropriate and guided through regular assessment opportunities.
- Assessment should be Ipsative in nature.
- Assessments will be linked to established criteria and assessment models as per curriculum studied.
- Assessments will lead to the identification of Learning Targets to action plan for improvement and lead to increased student self-confidence in their learning.
- Assessments will be varied in nature being both formative and summative (tests, exams, homework, class work, written and oral, self-directed, peer directed, teacher led etc).
- Assessments will be fair, transparent, valid and reliable.
- Assessment information will be communicated regularly and accurately through reports and marking of student work.

External Assessment

Students will be assessed externally through:

- Cambridge Checkpoint examinations during Grades 5 and 8
- Cambridge IGCSE examinations at the end of grade 10
- International Baccalaureate examinations at the end of grade 12

Internal practices will be affected by subsequent result analysis of these external examinations.

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Internal Assessment

All assessment is essentially of both a Formative and Summative nature.

Formative Assessment:

- Is ongoing assessment based on a variety of different types of tasks and is undertaken during a reporting period.
- Is applied to individual pieces of work to inform students of their learning and can be recorded to give an overall picture of a student's performance.
- Is based on the program objectives and should be shared with the students, with feedback taking place as soon as possible. In this way students can check their own performance and plan what they have to do to improve in future projects.

Summative Assessment:

- Is the judgment made by the teacher at the end of a unit/ stage of the programme.
- Tasks should reflect the objectives and assessment criteria of the subject group.

Formative and Summative Assessment should:

- Allow the application of knowledge, skills and concepts rather than the mere recall of facts.
- Allow both student and teacher to assess what the student can do, and how he/she can use knowledge and skills in a meaningful situation.
- Provide students with an opportunity to analyse their learning and to understand what needs improvement.

General Assessment Guidelines & Expectations

- The purpose of general assessment is to cover a variety of activities to provide clear evidence of student learning. No one task will cover all the objectives and criteria of the

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subject. Tasks include: projects, oral presentations, exhibitions, tests, quizzes, performances, demonstrations, written papers, essays, reflective journals, portfolios and process conferences with the teacher.

- Grade levels and subject areas are to develop practices e.g. assessment calendars, to monitor the quantity of assessments and the type of assessment tasks being set during reporting periods. No more than two assessment tasks should be set on the same day.
- Teachers are required to complete at least TWO assessments tasks per month. These will vary in nature from subject to subject and can include tasks as suggested above. Assessment schedules should be communicated to all concerned.
- All assessment requirements for the program and individual tasks should be communicated to the student and parents through a student diary and/or School Information System (Managebac). Assessment rubrics/ guides are designed specific for major assessment tasks and given to students when the assignment is introduced.
- Student's achievement in each criterion may vary. The assessment criteria correspond to the subject's objectives.
- Assessment on both the IGCSE and DP programs is criterion-related and directly link to the objectives of the subject groups and is age related.

Criterion Referencing: Determining Achievement levels

- Students are formally assessed by 'criterion related' assessments in each subject. This means that a students' performance is judged against a set of expectations about the skills that a student 'can do'. These are the 'standards' by which we evaluate students. GICLM students are marked on the same scale as used by the IGCSE and IB programs. For Grades 6-10 these are alphabetical grades from G to A*, with A* being the highest. For IBDP these are numerical grades from 1 to 7 with 7 as the highest possible grade. In addition to that students also obtain an GICLM effort grade. The effort grade reflects the student's attitude, preparation, motivation and learning focus (table 2).

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- When assessing student's work the teacher should read the descriptors starting with the lowest level until they reach a descriptor that describes a student's performance that has not been attained. From here they then drop back to the previous level as it best describes the student's performance.
- Only whole numbers should be recorded; partial levels, fractions and decimals are not acceptable.
- The highest levels in each criterion should only be assigned if students have been given opportunity to think critically and at high levels
- Achievement levels for each of the assessment criteria will reflect the best-fit judgment of a student's summative performance at the end of the term.
- Final assessment should be based on the IGCSE/DP criteria and should reflect the student's performance from a variety of assessment techniques in each criterion.

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Inappropriate grading practices

The following grading practices are inappropriate and are counter to IGCSE/DP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

Design of Assessment Rubric/ Assessment Guide

- All formative tasks which are recorded to determine the final level of achievement are to have a written rubric/ assessment guide.
- The design of rubrics and assessment guides is to be based on the set objectives and descriptors of the subject but made specific to the topic. These are to be written in such a way as to provide a clear explanation of the project and how it will be assessed according to the criteria. Topic specific statements within each criterion should be written so as to allow feedback to a student on their performance (i.e. using a rating scale or descriptor type comments).
- Assessment guides are given to students to guide them in undertaking the assessment tasks and to give feedback on their performance within a task.
- The assessment guides will also guide the teacher in what to teach to ensure the student has been given all the necessary knowledge and skills to undertake the task.

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School Reporting

Reporting Schedule

Student's academic progress is reported regularly, through the schools recording system.

- **Reports** will be issued circa five times a year with an interval of circa 8 weeks inbetween.
- Reports will consist of: an Achievement grade (A*- G or 1- 7), showing the level the student has reached at that time, with an Effort Grade (A – E). **Targets/Goals** will be identified suggesting clear strategies/ actions for improvement. A **tutor written comment** will recognise extra-curricular activities, commitment to school events and overall academic progress.
- Each report will reflect at least **Two prior assessment tasks carried out by teachers.**
- Such reports will show the **cumulative progress** of grades over time.

- An **Exam Report** will be issued for all Grade 9-12 students post Mid-year or Mock exams. These will detail the actual grades obtained on their papers as marked to exam board criteria.

- Formal Student Parent Teacher Conferences will be held to review progress and identify targets for improvement. These are regarded as opportunities for reporting.

- **Mock/Practice exams timings:**

  Grades 9: December and May formal exams

  Grade 10: December and March Mock exams

  Grade 11: December and May formal exams

  Grade 12: Mock exam March

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Internal Standardization

- Internal Assessment standardization must occur to ensure consistency of understanding and practices. Where several teachers are involved in the assessment within the same subject they need to meet at least once per month to share assessment tasks in order to check that their assessment judgments and standards are similar. This is called standardization. This may be done by teachers exchanging, grading and comparing results on tasks from class to class or by the teachers assigning a common task for their classes. These processes are to be undertaken by teachers to check that their grading standards and practices are similar.
- In order for standardization to occur (subject leaders need to ensure this happens), departments may choose to hold copies of assessment samples. Originals should be returned to students as soon as possible to provide timely feedback on their performance.

Homework

Homework is assigned to students throughout the entire school for the purpose of reinforcing or reviewing the lesson taught that day. Homework is sometimes used for grade generation and it is used for class discussion purposes. Either way, the teachers use the homework as a way to monitor student progress.

Students of Concern

Students who receive less than satisfactory grades (D/4), in at least two subjects, at report times will be deemed to be a: 'Student of Concern' and will be placed on Academic Support. This will mean that the student has an Action Plan drawn up by the Grade Leader, that will identify the extra support and strategies that will be taken to enable the student to regain a satisfactory academic status. This will last for a time signified by the Grade Leader. This may involve weekly progress reports to be signed by the student, parents, teachers and Grade Leader.

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Table 1: IBDP General Achievement Grade Descriptor

Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings orsignificant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative

	thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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Table 2: Cambridge IGCSE Achievement Grade Descriptors

Grade A

To achieve an A grade, a candidate will demonstrate:

- an excellent ability to identify detailed facts, principles and techniques in relation to the content of the syllabus
- a thorough ability to de ne the main principles and themes of the syllabus
- an excellent ability to classify and comment on information presented in various forms
- an excellent ability to select and use appropriate data
- a thorough ability to interpret and evaluate accounting information and draw reasoned conclusions.

Grade C

- To achieve a C grade, a candidate will demonstrate:
- a sound ability to identify facts, principles and techniques in relation to the content of the syllabus
- a sound ability to de ne the main principles and themes of the syllabus
- a good ability to use and comment on information presented in a non-verbal as well as a verbal manner
- a sound ability to select and use appropriate data
- an ability to interpret and evaluate accounting information and draw reasoned conclusions.

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Grade F

- To achieve an F grade, a candidate will demonstrate:
- some ability to identify specific facts, principles or techniques in relation to the content of the syllabus
- some familiarity with definitions of the main principles of the syllabus
- some ability to classify and present data in a simple way and some ability to select relevant information from a set of data
- some ability to select and use appropriate data
- a rudimentary ability to gather information relating to a particular topic, present it in an ordered manner and draw some basic conclusions.

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Table 3: GICLM Effort Grade Descriptors

The effort grade reflects the student's attitude, preparation, motivation and learning focus.

Grade	Descriptor
A	Excellent
B	Very Good
C	Good
D	Needs Improvement
E	Poor

Grade	The effort grade reflects the student's attitude, preparation, motivation and learning focus. The criteria are as follow: - Exhibit a positive and respectful attitude towards classroom rules and expectations - Come to class prepared - Come to class on time - On task/engaged and focused on assigned work - Meeting deadlines - Show active participation
A	Always meets the criteria above.
B	Most of the time meets the criteria above.
C	Generally meets the criteria above.
D	Sometimes meets the criteria above.
E	Rarely meets the criteria above.

Bibliography

IBO MYP Principles into Practises Guide for use from January 2015
GICLM School Handbook 2017-18
Cambridge IGCSE Syllabuses 2018

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