

ASSESSMENTS POLICY MAHATMA GANDHI INTERNATIONAL SCHOOL, AHMEDABAD

A. Introduction

At Mahatma Gandhi International School, assessment is an integral part of the teaching-learning process. It is a tool for teachers and students to evaluate and reflect on progress and work out possibilities of constructive feedback for future. In contrast to normative assessments, the school uses task specific criteria-based assessment with a feedback mechanism, which reflects the students' measure of success rather than as a score-sheet of mistakes. The assessment is therefore attributed as a level of achievement, which is the degree of success to perform a specified task as against an average or percentage used in the normative.

Faculty members who are highly qualified and experienced conduct the assessments. MGIS provides the students with faculty members who have studied in various institutes around the world such as USA, UK, France, Australia, etc. The students have the opportunity to interact with them as learning resources these personalities from various walks of life e.g. the French Film Industry, the Indian Advertising industry, renowned artistes, painters, craftsmen and folk artists.

This document defines the Assessment Process developed at Mahatma Gandhi International School (MGIS). The document describes the importance of a strong operational core team, defining discretely the roles and responsibilities of each member involved in the process. It defines and reinstates the importance of the commitment of the school management to ensure fair, transparent and ethical practices in the assessments conducted at MGIS.

B. Assessment Philosophy at MGIS:

1. Assessment is criteria-based and aims to demonstrate students' skills as much as knowledge.
2. Assessments are diverse and involve a variety of techniques.
3. Assessments are a part of the inter-disciplinary unit, and assessment tasks are designed to assess two or more subject areas.
4. They cater to diverse student learning styles.
5. They provide multiple opportunities for students to demonstrate their knowledge.
6. Assessment criteria are aligned with the learning objectives and are communicated clearly to the students before the assessment is conducted.
7. The assessment is designed to measure the students' ability to use their knowledge and understanding in a real life situation.
8. Feedback on assessments gives students an opportunity to evaluate their progress, reflect upon their performance and set goals for improvement.
9. Assessment tasks are designed to provide teachers with useful and meaningful information.
10. They are a balanced mix of both formative and summative assessments.
11. Assessments include self, peer and group evaluation for each student.
12. Our assessments address differentiation classroom scenario.
13. There is no fixed date assigned, as assessments are an integral part of extension of classroom teaching-learning process.

C. Assessments Committee:

The School Assessments Committee will consist of the Head of School, the School Director, the Coordinators of the programs and the school counsellor. The role of each of these members is defined clearly in this

policy document. The school assessment committee interacts with teachers to ensure that the policy continues to reflect the assessment philosophy of the school. If a teacher encounters an issue not covered for by this policy, they have the opportunity to address the committee along with the concerned class teacher and coordinator, in order to resolve or clarify the matter.

Head of School & School Director: Conduct workshops to train teachers on taking assessments. They are involved in the reflection and analysis of results, planning to improve the results, and make decisions to be taken in care of special need students.

Program Coordinators: Are responsible for setting the schedule of examinations and assessments, organization of examination, collection of grades/ feedback from all teachers, making combined grade reports, organizing workshop on process of standardization, meeting with parents and students, reflection and analyses of results. They also ensure that the policy continues to meet the needs of the individual classes within their program, and liaise with teachers in order to determine this.

School Counselor: Will be responsible for reviewing the class assessment tasks & criteria for Special Need Students along with the relevant class teachers.

In addition to the Assessments Committee, the persons involved in the assessment process are outlined below:

Teachers: Collect information and meaningful data about student's progress, help students to achieve learning objectives, prepare students for exams, prepare assessment tasks, give feedback to students, parents and coordinators.

D. Structure of Assessment

D.1 Internal Assessments

At MGIS, assessment is an ongoing process and is a blend of formative and summative tasks. The formative assessments are conducted throughout the year at different times as required by each class based on their project and modules. Summative assessment tasks, which are interdisciplinary, are carried out in the classes towards the completion of specific modules or are the culmination of the entire project, as required, and result in generated task resources. A detailed assessment report of the student is given to the parents at mid year and the end of the academic year, with qualitative feedback and well-defined plan for future progress.

This assessment format is primarily used in the primary classes affiliated to Mission Laïque Française.

D.2 Assessment in Middle Years (IB MYP)

In the International Baccalaureate Middle Years Program at MGIS, teachers internally assess the work of MYP students. A formal examination structure is not imposed by the IBO.

The internal assessment is carried out using a criterion-based approach. Subject guides published by IB are used to design and conduct the internal assessments based on the subject group objectives and their corresponding assessment criteria.

For assessment in MYP Years 4-5, the school uses objectives published by the IB. Teachers modify the published criteria as required according to the age, prior knowledge and stage of development of the students in each year. Task specific clarifications are developed along with specific information on the expected outcomes at each level of achievement. The students' work is assessed against the descriptors and their performance is rated based on a predetermined scale.

Rubrics form an essential component of the MYP teachers' assessment tool kit and are used in both formative and summative assessments. Strong and well-defined rubrics assist the students in progressively improving their ATL skill of Reflection. All skills and objectives that a student is expected to achieve by MYP Year 5 are

introduced from Year 4 of the program and are built progressively throughout the years.

The Assessment Process is conducted in a transparent and ethical manner, and verifies that the work submitted for the final assessment is their individual work. The school adheres to and inculcates in its students the philosophy of Academic Honesty and students are encouraged to be responsible for their own work.

The teams of teachers going to a particular class discuss and agree upon an internal standardization of rubrics and criteria to provide a common system for the application of assessments. The school uses the grade boundary tables published by IB which are used by the teachers to determine final grades (1-7) of students.

Assessment of MYP Year 5 students is conducted using the published assessment criteria and the achievement level descriptors given by IB for all the eight subjects.

D.2.1. IB-Validated grading:

Each year, the school participates in the IB external moderation process in order to validate the application of assessment criteria and verification of the students' grades for Personal project as it is mandatory for all the MYP students. Students are registered as candidates for validation in MYP Year 5.

The school uses the published assessment criteria and the achievement level descriptors when assessing the student work in Year 5 of the program where teachers use task-specific clarifications for assessment, which are derived from the published assessment criteria.

Assessments are designed to include the minimum number of tasks recommended by the relevant subject guide. Expected outcomes are clearly defined and discussed with the students to ensure their understanding of the requirements. Prior to the task, students are given a task sheet which defines the expectations.

Tasks are designed to meet the various objectives and skills required for specific subjects. The school encourages the use of interdisciplinary assessment tasks while ensuring that they adhere to the required assessment criteria across the disciplines.

D.2.2 Assessment in IB MYP for personal project

An essential component of the Assessments for IB MYP year 5 progressing to the IB Diploma Program includes the IB internal Assessment Process and Record of Achievement

2.2.1 Internal Assessment: Internal Assessment is those tasks designed by the school locally, and can include various projects, portfolio and investigation reports, and essays, oral and written assignments. These assessments are internally evaluated.

A standardization process is followed for personal project, which is mandatory for all the students in Grade 10 and Community Project in grade 9.

Types of Assessments required in IB MYP Subjects	
Subject	Assessment
Language and Literature	• One essay of 800–1,000 words.
	• One piece of creative writing of a maximum of 800-1,000 words
	• One response to literature
	• Two Oral assignments completed under supervision in class
	• Two writing assignments produced under supervision in class.
	• Two scientific investigations designed and carried out independently by the

	student.
Integrated Sciences	<ul style="list-style-type: none"> • Two An end-of-unit or end-of-term tests or examinations. • A piece of writing –2 essay/report by the student of approximately 700–1,200 words in length.
	<ul style="list-style-type: none"> • Two research based report around 1,200 -1,500 words in length. • An end-of-unit or end-of-term test, including paragraph writing.
Individuals and Societies	<ul style="list-style-type: none"> • Two classroom test/examination
Mathematics	<ul style="list-style-type: none"> • Two report Mathematical investigation.
Arts	<ul style="list-style-type: none"> • Two units of work assessed against all 4 criteria. • The developmental workbook
	<ul style="list-style-type: none"> • A written end of the term exam • Report writing and Video evidence of the student’s compositional and performance abilities.
Physical and Health Education	<ul style="list-style-type: none"> • Two completed units of work, each of which: <ul style="list-style-type: none"> • includes all the stages of the design cycle • is organized in a design folder. • includes the product itself, or a visual representation (photographs or videos) if the product cannot be sent
	<ul style="list-style-type: none"> • In MYP Year 5, a report of 3500 words which includes the outcome/product or photographs of outcome/product. • Extracts from the process journal to support the level awarded for assessed work
*Personal Project	<ul style="list-style-type: none"> • In MYP Year 4, evidence of Community Service project component in terms of hourly log sheets, testimonials by student and CS Co-coordinator, as well as the students own reflection of the service activity must be collected and is mandatory for evaluation.
*Community Project	<ul style="list-style-type: none"> • In MYP Year 4, evidence of Community Service project component in terms of hourly log sheets, testimonials by student and CS Co-coordinator, as well as the students own reflection of the service activity must be collected and is mandatory for evaluation.
* IDU	Two assignments per year.
	* MYP Requirement

The MYP procedures of assessment and the criteria prescribed are shared with the parents. During the Parent Teacher Interaction conducted every year, parents are made aware of the philosophy and objectives of the program, as well as their implementation in the classes.

The class teachers and MYP coordinator share the MYP Objectives and Assessment Criteria with the parents. The parents are communicated in the language they understand (local or national language).

2.2.2 Personal Project

At MGIS, the Personal Project is the culmination of the MYP program and is the core of the IB MYP in Year 5. It is an integral part of the MYP for all students.

It involves planning, research and a high degree of personal reflection. The personal project is a significant piece of work produced over an extended period, and is a direct application of skills acquired over the course of the program through ATLs. The process of completing the personal project is student led, with supervision by a guide, generally a teacher and the Program Coordinator. The student is required to demonstrate the appropriate commitment, as well as the ability and initiative to work independently. A special exhibit of personal project of each student is kept for the school community. At the annual exhibition, select students exhibit their Personal Projects to the personals of the school community who had missed the personal project special exhibition. It strengthens the MGIS and IB philosophy of skill and process driven learning with a very specific outcome.

The assessment of the personal project is a form of summative assessment of students' ability to conduct independent work using the global contexts for their inquiry. The assessment criteria include explicit reference to global contexts.

The Personal Project is a reflection of the student's interest such as investigating something that has always interested him or a future career path. They use the research path or design cycle to develop their project and their writing skills to develop the personal statement. Both are of original thought and all about the student! The purpose of this project is twofold. First, it gives the student an opportunity to practice and demonstrate their understanding of how to research. Second, it gives them a chance to investigate something that interests them but may not fit into the school's curriculum.

The final grade on the Personal Project is based on a scale from 1 to 7 using the IB recommended grade boundaries.

D.3 Assessment in IB Diploma Program (DP)

In the International Baccalaureate Diploma Program, assessments are conducted internally by the school, which is aimed at preparing the students for the final external assessment conducted by IB.

3.1 In Year 11 (DP Year 1) the assessment structure consists of:

3.1.1 Formative assessment: In respective subjects classes, teachers maintain a record of presentations, quiz, tests and assignments and assess students monthly on a criteria grid that is submitted to the coordinator.

3.1.2 Summative assessment: There are three term examination in a year based on the content and skills developed during each term. The papers are designed on the pattern of the past IB examination papers. These are graded and reported according to the IBDP grading system. The term exam also includes the

internal assessment component.

3.2 IB Assessment in Year 12 (DP Year 2)

There are two essential component of the IBDP assessment.

3.2.1 Internal Assessment: This component range form projects, portfolio and investigation reports, essays, oral and written assignment. The assessments are internally moderated and samples are sent for the final grade allocation.

3.2.2 External Assessment: At the end of the second year students appear for final examination. The final IBDP grading is a combination of Internal assessment and external assessment that are converted into numeric grade (1-7) grade scale. In order to get IB Diploma, students must fulfill requirement of TOK, EE and CAS.

Types of Assessments required in IB DP Subjects

Group	Subject	Assessment
Group 1	English A1	Oral Presentation
		Oral Commentary
		Two written World literature Assignments
Group 2	French B abinito	Interactive activities
		French oral assessment
		Written Exams
	French B HL and SL	Interactive activities
		French oral assessment
		Written Exams
	Hindi SL and HL	Interactive activities
		French oral assessment
		Written Exams
Group 3	Economics	Portfolio of commentary
	Business Management	Project report
	Psychology	Experimental report
Group 4	ITGS SL and HL	Project- provide an original IT solution for a client
	Physics	Individual project report Group 4
	Chemistry	Individual project report Group 4
	Biology	Individual project report Group 4
	Environmental systems societies	Individual project report Group 4
Group 5	Mathematics HL	Mathematics project
	Mathematics SL	Mathematics project
	Mathematics studies	Mathematics project
Group 6	Theatre Arts	Collaborative project, Director's note book, research investigation, Theatre performance and production presentation
		Independent Research report.
DP core requirement	Theory of knowledge	TOK Oral presentation TOK essay
	Extended Essay	Extended essay report

	4000 words
CAS	CAS journal

E. Building understanding of the Criteria based Assessment

The school ensures that students and teachers thoroughly understand criteria based assessments. It is essential that teachers at MGIS understand the inherent nature of criteria-based assessments *vis-a-vis* normative assessments, in that they are non-judgmental and designed to gauge the students' learning which allows the successful performance of a specified task. To achieve this, training workshops are conducted for teachers. Teachers are expected to attend training conducted by IB professionals. Various activities are also conducted with the students to ensure that they understand and accept the evaluation criteria for each subject. The written assessment criteria are distributed to the students before the assessment, and their understanding is strengthened by working on student work samples and applying the assessed criteria.

E.1 When do we assess?

Formative assessments in all classes are carried out on an on-going basis through a variety of assessment techniques in various subjects. They are a natural outcome of project based experiential Generated Resource Learning, which is a salient feature of our pedagogy. These formative assessments are continuous and used as an integral permanent feedback mechanism for the teacher as well as the learner to gauge the understanding through the use of personal, physical or mental acts of learning.

Summative assessment in the Primary years and the MYP can be in the form of oral or written assessments, or a generated resource or outcome in the form of digital media like podcast, film, e-book etc. after the culmination of a specific unit.

E.2 Summative Assessments in MYP

The purpose of summative assessments is to support learning and contribute to the determination of an achievement level. They are usually conducted in the mid year and at the end of a learning period such as MYP Year 5, a specific unit of work, a semester or a school year. Since students are continually assessed in the MYP, teachers are in a position to determine a level of achievement that is also supported by evidence from these formative assessments undertaken during a learning period. Minimum two cycles of assessment is followed.

Appropriate assessment strategies are developed by the team of MYP teachers which are inclusive, and interdisciplinary assessment tasks are designed in alignment with the specific units of work. These could include, as required:

- Compositions—musical, physical, artistic
- Creations of solutions or products in response to problems
- Essays
- End-of-Unit tests
- Questionnaires
- Investigations
- Research
- Role Plays or Performances
- Presentations—verbal (oral or written), graphic—through various media

E.3 Summative Assessments in DP

Summative assessments in DP take the form of three term examinations. The summative assessment is a combination of external and internal assessments of the content learnt and skills acquired. Their predicted grades are determined on the basis of these examinations at the end of Year 2.

Schedule of Term Examinations

Grade Level	First term	Second term	Third term
Grade 11	September	January	April
Grade 12	September	January	April

IBDP offers two sessions of examination and considering the admission time of the Indian universities MGIS has opted for the May session examination. All the internal assessments are conducted before the examination.

F. Reporting

Once every month teachers associated with the interdisciplinary project of the class, along with the class teacher meet to discuss the progress of individual students based on summative assessments, which is recorded on the criterion-based grid, in the case of MYP.

Parent teacher consultation sessions are organized to mutually discuss the progress of a student. Parents can contact the school and the subject teachers to receive feedback on a student's progress. During the five years of the MYP program, the school communicates student achievements in each of the subjects to parents at regular intervals. This is done through the Parent Teacher Meetings and regular one-to-one meetings with the class teacher. At the end of each school year, the school provides a report of the student's engagement with the objectives of each subject group and advice for improvement, where applicable.

In the case of IB DP, the term examination data is reported on the IB grade format and is sent to the parents. Predicted Grades are submitted online to IB at the end of Year 2 of the Diploma Program. It is also given to students seeking admissions to colleges and universities.

F.1 Report Card:

The school has a system of preparing a comprehensive report card in which all teachers contribute assessment data from their project based on assessment criteria across specific aspects of the subject. Teachers communicate assessment data to parents openly and transparently, which is supported by examples of each student's work. Student-led conferences are held during the SPTM and exhibitions are held in which students share their learning with their parents. The end of year exhibition of the whole school showcases the work of students to the school and parent community.

As well as a detailed commentary on the child's performance MYP year 4, the report card also includes:

Self Evaluation – is the learner's own reflection on their performance during the task, which is built through various exercises of meta-cognition and awareness of one's own learning.

Peer Group Evaluation – is the evaluation by the class or group of the learner's performance and contribution to the task, which is also built through various exercises of meta-cognition and awareness of one's own learning.

Parent Evaluation – is the parent's evaluation of their child's progress, in terms of skills, concepts, personal growth and confidence.

The report card includes feedback in the form of the students own evaluation of performance, peer and group evaluation, as well as parent feedback.

The report card is an e-report card that is accessible on the web portal and on Google docs for the teachers and the school authorities. The teachers email the e-report cards to the parents twice at mid-term and at the

end of the year. The last page of the report card carries a synthesis of the child's progress through the academic year and is given as a hard copy which is signed and authenticated by the school authorities. A full print out of the report card may be given on special request. Teachers meet the parents for any clarifications or personal feedback session if required.

G. Academic Honesty

Academic Honesty involves developing a set of values, skills and academic integrity that are reflected in the teaching, learning and the assessment procedures. Academic honesty could be questioned when there is a case of plagiarism, collusion or cheating in any form in the examination. The issue of academic honesty is taken very seriously both at the school and at the IB level. To deal with this issue we conduct a module on “Academic Honesty” and teach students the appropriate way of referencing and citing work if they have used any kind of information from different sources.

The school generally follows the Chicago Manual of Style as a format of referencing, and accepts any other recognized referencing standards like APA etc.

H. Signing off on Policy

The Assessments Policy is reviewed periodically by the team of teachers and coordinators, who will make recommendation for change to the Assessment Committee. The Assessments Committee and School Management consider the recommendations and approve the revision. They sign off on the policy document and amendments to this policy.