

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 derive constructive feedback, to develop varied strategies for the future. In contrast to normative assessments, the school uses task specific criteria-based assessments with a feedback mechanism, which reflects the students' measure of success rather than 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.

The assessments are planned, designed, and conducted by faculty members who are highly qualified and experienced and are well-trained in our experiential pedagogy. The progress cards, which document the comprehensive growth and development of students, reflect the holistic and transdisciplinary nature of our approach, aligning well with the requirements of international boards.

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. At MGIS, assessments are '*as learning, for learning and of learning*' in order to provide meaningful feedback to both students and teachers for their practice and development of ATL skills.
2. Assessments are criteria-referenced, as specified for individual subjects in the IB guides, and aim to demonstrate students' skills as much as their knowledge.
3. Assessment criteria are aligned with the IB-specified learning objectives, and are communicated clearly to the students before an assessment is conducted.

4. Assessment tasks are designed to provide teachers with useful and meaningful information for teaching strategies and to plan further teaching.
5. Assessments are diverse and differentiated, for both formative and summative assessments, and involve various tasks to allow the students to demonstrate their skills and types of knowledge.
6. For addressing differentiation, students' needs are identified and assessments are designed to cater to these different needs and learning styles.
7. Assessments are designed to measure students' ability to apply their knowledge and understanding in real world contexts, creating pathways and opportunities for interdisciplinary learning..
8. Assessments are designed to encourage self and peer group feedback in addition to teacher feedback for each student.
9. Assessments at MGIS are focused on subject-specific criteria, and have scope of trans-disciplinary evaluation.
10. Assessments are a balanced mix of both formative and summative assessments, embedded in each unit's content.
11. Feedback on assessments gives students an opportunity to self-evaluate their progress, reflect upon their performance and set goals for improvement. Self-evaluations are practiced through engagement with teacher's feedback, peer-feedback, and individual reflection exercises in classrooms.
12. Assessments at MGIS are flexible to allow adjustments for adverse circumstances.

C. Assessments Team:

The School Assessments Committee consists of the Head of School, the School Director, Pedagogical Director, Coordinators of the programs and the school counselor. The roles of each of these members is defined clearly in this policy document. The School Assessments 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 by this policy, they have the opportunity to consult with the committee, along with the concerned class teacher and coordinator, in order to resolve or clarify the matter. This ensures regular reflections on and review of our Assessments Policy.

Head of School and School Director: The Head of School and School Director conduct workshops to train teachers on designing and taking assessments. Furthermore, they are involved in the reflection and analysis of results, the planning to improve the results, and make decisions to be taken care of for special-needs students.

Pedagogical Director: The Pedagogical Director designs, organizes and implements pedagogical strategies within the school. Conducts assessment workshops and trainings across all programs for the entire team to ensure the school pedagogy of experiential learning is addressed concurrently with all the programs. Collaborative meetings are periodically scheduled to understand the assessment processes related and required for specific programs. They ensure all teachers are involved in the standardization and reflection processes for improvements in their practices and in the students' learning.

Program Coordinators: Program Coordinators are responsible for setting the schedule for examinations and assessments, organization of examinations, collection of grades/ feedback from all teachers, ensuring completion of progress cards, organizing workshops on processes of standardization, meeting with parents and students, reflection, and analyses of results. Program Coordinators ensure that the requirements of the classes in their programs are met, and liaison with their respective teams to determine the grades.

School Counselor: The School Counselor advises program coordinators and teachers on evaluation strategies for special-needs students and suggests remedial measures and differentiation measures involved for different types of special needs.

Teachers: Teachers gather information and meaningful data on student progress, support students in achieving learning objectives, prepare them for exams, and design assessment tasks. They also provide qualitative feedback to students, parents, and coordinators based on student participation, performance, and assessment tasks. Additionally, teachers prepare progress reports at the end of each term, twice a year.

D. Assessments at MGIS

The school's pedagogy is rooted in a Constructivist approach and project-based learning which inherently promotes transdisciplinary and interdisciplinary education. Formative and summative assessments are integral components of all programs at MGIS.

Formative assessments occur continuously across all classes through diverse techniques tailored to various subjects. These assessments naturally arise from project-based experiential learning, a key aspect of our pedagogical approach. They serve as an ongoing feedback mechanism for both teachers and learners, allowing for a comprehensive evaluation of the learning process through multiple senses and learning styles.

Summative assessments are conducted for all IB programs following the completion of specific units, adhering to the prescribed criteria outlined in each program's subject guides. Formative

assessments are carried out throughout the academic year at different intervals based on class projects and modules. Summative tasks, which may be transdisciplinary or interdisciplinary, are executed towards the end of specific modules or as a culmination of entire projects.

For the Diploma and Career-related Programmes, qualitative feedback is provided for formative assessment tasks, and summative assessments are provided with both, qualitative feedback as well as quantified grades. Their progress is shared with their parents at least twice a year.

A detailed holistic progress report is provided to parents at mid-term and at the end of the academic year, featuring qualitative feedback aligned with IB subject-specific criteria.

E. Academic Honesty

Academic Honesty involves developing a set of values, skills and academic integrity that are reflected in the teaching, learning and 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 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, such as APA.

F. Signing off on Policy

The Assessments Policy is reviewed periodically by the Pedagogical Director, Program Coordinators, and the team of teachers, who will make recommendations for change to the Assessments 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.

G. Internal Assessments in MYP

In the International Baccalaureate Middle Years Program (MYP) at MGIS, teachers assess students' work internally using a criteria-based approach, with no formal examination structure imposed by the IB Organization (IBO). The internal assessments are designed following subject group objectives and assessment criteria published by IB.

For MYP Years 4-5, the school uses objectives prescribed by the IBO, with criteria adapted to students' age, prior knowledge, and developmental stage. Task-specific clarifications and detailed achievement expectations are provided, with attention to inclusion and differentiation to meet diverse learning needs. Teachers incorporate flexible approaches to instruction, allowing for modifications in task complexity, formats, and timelines to accommodate individual learning profiles and ensure equitable access to assessment tasks. Students' work is assessed and evaluated against IB objectives, grade descriptors, and grade boundaries.

All subject objectives are introduced in Year 4 and addressed through Years 4-5, integrating Approaches to Learning (ATL) skills, which are explicitly taught, assessed, and reflected upon by students. Rubrics are used in both formative and summative assessments to support progressive learning, with differentiation embedded to guide various levels of achievement and support growth for each learner.

The assessment process is transparent and ethical, emphasizing Academic Honesty. Students are encouraged to take responsibility for their work, often with opportunities to design formative assessments based on their interests. The school uses Grammarly and Turnitin to verify originality.

Teachers follow an internal standardization process to ensure consistency in grading and use the IB grade boundary table to determine final grades (1-7). Assessment tasks, including projects, portfolios, investigation reports, essays, and oral and written assignments, are internally evaluated. The personal project (Grade 10) and Community Project (Grade 9) are mandatory.

Assessments are designed to meet minimum requirements recommended by the subject guides, reflecting objectives and skills outlined in the curriculum overview and unit planners. This includes interdisciplinary unit assessments (IDUs) aligned with IB criteria. Task requirements and expected outcomes are clearly communicated to students, with task sheets providing guidance and differentiated instructions to meet diverse learning needs.

G.1 Collaborative planning for assessments in MYP

Team meetings are held to discuss and deepen understanding of assessment practices. Additionally, collaborative meetings with the Program Coordinator and Pedagogical Director ensure that at least two assessment cycles are completed, covering all strands of each criterion in every MYP subject. Subject group teachers, together with the coordinator and Pedagogical Director, work on standardizing tasks to maintain consistency in assessment. Many teachers teach across the MYP, DP, and CP programs, bringing a well-rounded understanding of criteria and assessment tasks.

G.2 Formative Assessments in MYP years 4-5

At MGIS, in the MYP, formative assessments are integral to supporting continuous learning and providing timely feedback. Using an active pedagogical approach, these assessments engage students through various methods such as quizzes, role play, activities, group work, discussions, and self-reflections. This approach encourages students to actively participate in their learning, refining skills and addressing misconceptions before moving on to more complex tasks.

Formative assessments focus on real-time, constructive feedback that helps students understand their strengths and areas for improvement. Teachers use this feedback to adjust instruction to meet individual needs, promoting ownership of learning. By embedding formative assessments into daily activities, the MYP fosters a culture of continuous improvement, critical thinking, and self-directed learning.

G.3 Summative Assessments in MYP years 4-5

Summative assessments are designed to support learning and determine students' achievement levels. For MYP Years 4-5, these assessments are typically conducted mid-year and at the end of the learning period. Since students are continually assessed in the MYP, teachers can establish achievement levels based on evidence gathered from both formative and summative assessments.

Over one academic year, at least two cycles of summative tasks are administered to ensure grading reflects students' best-fit achievement. Formative and summative assessments, along with unit planners, demonstrate comprehensive coverage of all criteria and strands for each subject. The Program Coordinator, Program Team, and Pedagogical Director work together to ensure full compliance with IB MYP assessment requirements.

The MYP teaching team develops inclusive, differentiated, and interdisciplinary assessment strategies aligned with the units of study to meet diverse learning needs.

G.4 Types of Assessments in MYP:

	Types of Summative Assessments done in IB MYP Subjects
Subject	Assessments address all criteria, in minimum 2 cycles covering all strands in all subjects.
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.
Language Acquisition	One response to reading assignment
	One response to listening task
	Essay of 200-300 words
	Oral presentation
Integrated Sciences	Two scientific investigations designed and carried out independently by the student.
	Two end-of-unit/s or end-of-term assessments.
	A structured piece of writing – an essay/ a report by the student, of approximately 700–1,200 words in length.
Individuals and Societies	Two research-based reports around 1,200 to 1,500 words in length.
	An end-of-unit or end-of-term test, including paragraph writing.
Mathematics	Two classroom assessments
	Two reports - mathematical investigations
Arts	Two units of work
	Student portfolio
Personal Project-Yr 5	External moderation of student work internally assessed.
Community Project- Yr 4	Portfolio with extracts from reflection journal
Service as Action	Reflections
IDU	Two tasks

G.5 Process of Standardization in MYP

A standardization process is essential, and subject group teachers and Personal Project supervisors collaborate with the Coordinator to follow this process. The team discusses a shared understanding of applying assessment criteria, with dedicated meetings for each subject to review its assessment procedures. Collaborative meetings are scheduled specifically for standardization. For the Personal Project, each student's work is reviewed by at least four supervisors to ensure accuracy in grading.

G.6 Reporting Procedures and Reports in MYP

In MYP Year 4, students are introduced to the MYP framework, covering all aspects of the program, including the assessment criteria and expectations for criterion-referenced assessments, assessment types, and frequency. The holistic report card, provided twice a year (mid-year and end-of-year), summarizes students' progress in all six subjects. Additionally, Parent-Teacher Meetings (PTMs) and Student-Parent-Teacher Meetings (SPTMs) are conducted to reinforce understanding of assessment criteria and procedures. In MYP Year 4, students are required to complete assessments across six subjects, along with a Community Project and Service as Action.

PTMs are held twice yearly to provide an overview of the program and assessment practices, while SPTMs allow students to lead discussions, showcasing their understanding of MYP components and assessments.

Informal feedback is shared regularly with students, and PTMs offer additional feedback opportunities and discussions on student progress. Teachers maintain progress records and share updates during collaborative meetings.

The Year 4 progress card includes:

- **Self-Evaluation:** The student's reflection on their performance, developed through metacognitive exercises.
- **Peer Group Evaluation:** A group or class evaluation on collaboration and task contributions.
- **Parent Evaluation:** Parents' reflections on their child's progress in skills, concepts, personal growth, and confidence.

The holistic progress card is an e-report shared with students and parents as a pdf and archived on Google Docs for teachers and school authorities. Teachers email the e-report cards to parents mid-term and at the end of the year. A full printed progress card can be provided upon special request, and teachers meet with parents for any needed clarifications or personal feedback.

Parents are informed of the MYP assessment procedures and criteria during annual Parent-Teacher interactions, where they learn about the philosophy and objectives of the MYP and the assessment processes used. The MYP objectives and criteria are shared with parents by class teachers and the MYP coordinator, in accessible language, either local or national, to ensure clear communication.

G.7 IB MYP Personal Project and IB validated grading in the MYP

At MGIS, the Personal Project is the culminating component of the MYP program and a central focus of Year 5. It is essential for all MYP students, requiring them to engage in extensive planning, research, and reflective practices. Developed over an extended period, the Personal Project allows students to apply the skills they have acquired throughout the program, particularly through Approaches to Learning (ATL). This student-led project is supported by a supervising teacher, the Personal Project coordinator, and the Program Coordinator, with students expected to demonstrate independence, commitment, and initiative.

The Personal Project is assessed as a summative task, evaluating students' ability to conduct independent work using a global context for inquiry. Assessment criteria reference both the learning goal and the intended product to ensure a successful outcome.

Each year, the school participates in the IB external moderation to validate the application of assessment criteria and confirm students' grades for the mandatory Personal Project. In MYP Year 5, students are registered as candidates for validation.

After the internal standardization process, grades are uploaded to the IB portal, and selected student work is submitted for external moderation. The final grade for the Personal Project, awarded on a scale from 1 to 7 according to IB-recommended grade boundaries, is verified through this process.

H. 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.

H.1 Assessment in Year 11 (DP Year 1)

H.1.1 Formative assessment: In respective subjects' classes, teachers maintain a record of presentations, quiz, tests, and assignments and assess students periodically on a criteria-grid that is submitted to the coordinator and shared with parents and students.

H.1.2 Summative assessment: There are two practice sessions 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.

Summative assessments in DP take the form of two practice sessions. The summative assessment is a combination of external and internal assessments of the content learnt and skills acquired.

Schedule of Term Examinations

Grade Level	First practice session	Second practice session	Third practice session
Grade 11	September - Open book assignments	December	March
Grade 12	September	December	March

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.

H.2 Assessment in Year 12 (DP Year 2)

There are two essential components of the IBDP assessment.

H.2.1 Moderated Internal Assessment: This component ranges from projects, portfolio and investigation reports, essays, oral and written assignments. The assessments are internally moderated and samples are sent for the final grade allocation.

H.2.2 External Assessment: At the end of the second year students appear for the final examination. The final IBDP grading is a combination of Internal assessments and external assessments that are converted into numeric grade (1-7) grade scale. In order to get an IB Diploma, students must fulfill requirements of TOK, EE and CAS.

Types of Assessments required in IB DP Subjects

Group	Subject	Assessment
	English Lang and Lit	Oral Commentary

		Written Assignment
	French B ab initio	French oral assessment
	French B HL and SL	French oral assessment
	Hindi SL and HL	Oral assessment
Group 3	Economics	Portfolio of commentary
	Business Management	Project report
	Psychology	Experimental report
Group 4	Physics	Individual scientific investigation
	Chemistry	Individual scientific investigation
	Biology	Individual scientific investigation
	Environmental systems societies	Individual investigation
Group 5	Mathematics AA	Mathematics exploration
	Mathematics AI	Mathematics exploration
Group 6	Theatre Arts	Collaborative project, Production proposal, Research presentation, solo theater piece (HL)
DP core requirement	Theory of knowledge	TOK Exhibition TOK essay
	Extended Essay	Extended essay report 4000 words
	CAS	CAS portfolio

I. Assessment in CP

I.1 Core Components:

Personal and Professional Skills (PPS): Assessed internally by the school, through a variety of methods including self-reflection, peer assessment, teacher observation, and project-based work.

Language Development: Assessed internally by the school, through language portfolios, oral presentations, written assignments and reflections.

Service Learning: Assessed internally by the school, through reflective journals, project reports, SL portfolios and community impact evaluations.

Reflective project: Assessed through a combination of the process and the final product. It is marked by teachers and externally moderated by the IB, based on five criteria. The Reflective Project Process Form (RPPF) is also assessed, as evidence of students' engagement with the

project and their reflection of experiences along the journey.

I.2 Career-Related Study (CRS - BTEC)

Assessment methods for the chosen Career-Related Study (CRS) can vary widely. They may include traditional written examinations to evaluate theoretical knowledge, practical assessments to assess skills application, in-depth research projects to demonstrate critical thinking and research abilities, portfolios to showcase a collection of work, and presentations to communicate findings effectively.

I.3 Diploma Programme (DP) Courses

The students chosen Diploma Programme subjects are assessed as outlined above in H.1 and H.2.

I.4 Assessment Procedures and Types of Assessments

Assessments in the CP support curricular goals and encourage appropriate student learning. DP course assessments based on course aims and objectives, are supported by effective teaching to the course requirements as well as to the formal assessment requirements.

The DP as well as CP emphasize criterion-related assessment as opposed to norm-referenced assessment. This aligns with our school philosophy which evaluates students' work in relation to identified levels of achievement, rather than in relation to the work of other students. The school develops formative assessment procedures for themselves based on class experiences, visits, exchange programmes, field trips, etc. which are distinct from formal summative IB assessment.

To ensure fair and effective assessment, clear learning objectives will be outlined for each assessment task. Students will be provided with explicit assessment criteria to understand expectations and guide their work. A variety of assessment methods, such as written exams, projects, presentations, and practical assessments, will be employed to provide a comprehensive evaluation of student achievement. To maintain consistency and fairness, internal and external moderation processes will be implemented. Regular and constructive feedback will be provided to support student learning and growth. Additionally, students will be informed about the school's academic honesty policy and the consequences of plagiarism.

I.4.1 Formative Assessment is used for Personal and Professional Skills, Service Learning, and Language Development. As per the school's as well as IB philosophy, formative assessments ensure that students are informed about their learning rather than being compared to other students. It is an integral part of the learning process giving vital feedback to students, identifying their strengths and limitations. It also helps the teacher in future planning to address the needs of individual learners in their lesson planning and teaching approaches.

Some of the key practices to support this are self evaluation and peer feedback, along with teacher and supervisor feedback, shared detailed assessment criteria in the form of task specific clarifications and rubrics, similar to the MYP. Students can choose from several options to convey their understanding as per their learning style. Eg. Journal-writing, presentations, mind maps and graphic organizers, essays, summaries, reflective writing, etc.

I.4.2 Summative assessments directly contribute to the students' final evaluation and qualification. The reflective project is one of the core CP components which is first internally assessed and marked by the RP team according to the accepted IB standard and then sent to the IB for external moderation. The assessment expectations are shared early on with students through small group in-class sessions, focusing on reading sample essays, annotating and standardizing them according to the IB criteria.

I.5 Process of Standardization in CP and DP

A standardization process is essential, and DP subject group teachers and RP supervisors collaborate with the Coordinators of each core component to follow this process. The team discusses a shared understanding of applying assessment criteria, with dedicated meetings for each subject and component to review its assessment procedures. Collaborative meetings are scheduled with CRS-BTEC and related faculty specifically for standardization. For the Reflective Project, each student's work is reviewed by more than 2-3 supervisors as well as the RP coordinator to ensure accuracy in grading.

I.6 Monitoring progress: For the Diploma and Career-related Programmes, qualitative feedback is provided for formative assessment tasks, and summative assessments are provided both qualitative feedback and quantified grades. While formative assessments are often inter-disciplinary and trans-disciplinary, summative assessments are modeled according to the final assessments they will be giving at the end of their Programmes. Their progress is shared with their parents at least twice a year. Student-Parent-Teacher-Counselor meetings provide opportunities for face-to-face feedback to inform all stakeholders about students' progress and develop strategies for their onward journey. Progress cards are created twice a year to clearly communicate to students, parents and educational institutions, the students engagement with the core components of the CP.

J. Reporting across programmes (DP, CP)

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. 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. The class teacher and CDP coordinators maintain a record of student achievement.

Term examination data is reported following the IB grade format and is sent to the parents. This is followed up by a post assessment student parent teacher meeting to discuss and chart out further actions depending on the assessment levels achieved. 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.

J.1 Progress Card:

The school has a system of preparing a comprehensive progress 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 SPTMs (Student-Parent-Teachers Meetings) and exhibitions are held where 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. Students receive the original IB transcript and Migration certificate, IB CP marksheet, and IB CP certification after completion of two years.

J.2 Assessment Record Keeping

- All assessment data will be securely stored in accordance with school policies.
- Student work samples will be retained as evidence of achievement.
- Assessment records will be used for reporting to students, parents, and external agencies.

K. Accommodations for Students with Special Needs for MYP, DP, CP

To ensure fair and equitable assessment, reasonable accommodations will be provided to students with special needs. This may involve individualized assessment plans developed in consultation with relevant professionals to tailor assessments to their specific requirements and learning styles.

L. Assessment Review and Improvement for MYP, DP, CP

The assessment policy will be subject to regular review to ensure its ongoing effectiveness and alignment with the programme's goals. Teacher feedback and student input will be valuable sources of information to guide the review process.

M. Conclusion

This assessment policy provides a framework for assessing student learning across all IB programs in MGIS. It emphasizes the importance of authentic, formative, and differentiated assessment practices to support student success.

This assessment policy outlines the principles, procedures, and standards for assessing student learning. It is aligned with the IB's mission and philosophy, emphasizing holistic development, critical thinking, and real-world application.