



# Eastern Public School

Affiliated to the International Baccalaureate - Geneva, Switzerland.

School Code: 004195

## International Baccalaureate The Diploma Programme



## Assessment Policy



## EPS ASSESSMENT PHILOSOPHY

Eastern Public School is committed to the IB DP standards and practices and ensures to implement assessment policy and makes it well understood and supported by all staff members, students, parents and administrators. EPS has worked on its assessment policy keeping into account the **five major principles of an effective assessment** which says that an assessment should be:

- ✓ **Valid**
- ✓ **Reliable**
- ✓ **Comparable**
- ✓ **Manageable**
- ✓ **Unbiased**

We believe that it's a wholesome responsibility of all the stakeholders to implement the assessment policy and make it a living document. Responsibilities of all the stake holders are defined as follows:

### Responsibilities of the Students:

- ✓ Have a disciplined approach towards assessments with regards to punctuality and sincerity.
- ✓ Exhibit a comprehensive range of Conceptual Understanding.
- ✓ Utilize a variety of learning styles and intellects.
- ✓ Initiate Self-assessment and analyze their extent of learning.
- ✓ Reflect on their strengths and areas of improvement.
- ✓ Establish their own aims/targets of learning.
- ✓ To create awareness of criteria & objectives
- ✓ Students should be self-regulated, self-managed, self-evaluated about learning.

### Responsibilities of the Parents:

- ✓ Agree with the process of assessment in IB and at school.
- ✓ Look into child's punctuality and sincerity towards learning as this helps to bring the positive outcome of students' efficiency.
- ✓ Coordinate regularly with the Teachers and School Authorities.
- ✓ Monitor and report the progress of learning of their child.
- ✓ To create awareness of criteria & objectives
- ✓ To be responsible, familiar & (solemn) very serious about the assessment, its criteria, procedure, conduction, grade descriptors and rules n regulations of the assessments. Make sure the student keeps himself/herself present in the exams.
- ✓ Provide useful resources (books, magazines, project work related stationary, internet facility under guidance n observation of parents) for the students to support their child face all the difficulties in homework, assignment submission & assessment demands. Clearly understand what is expected from the school (coordinator), subjects (teachers) and the students, in all - the school community.

### Responsibilities of the Teachers:

- ✓ Make students independent learners by providing areas for demonstrating critical thinking & conceptual understanding.

- ✓ Recognize different learning styles of student and developing assessments for the same keeping in mind the differential approach.
- ✓ Create awareness and understanding for the criteria of assessment outlined by IBO, in order to have a quality output of assessment.
- ✓ Develop an assessment task that is flexible and as per the level of comfort of students to receive better output.
- ✓ Evaluate in a framework that is significant, appropriate and encouraging to students.
- ✓ Ensure that all assessments are valid and reliable.
- ✓ Analyse & identify the patterns of growth in student's performance.
- ✓ Provide regular and transparent feedback for constructive learning.
- ✓ Maintains meticulous and comprehensive assessment records.
- ✓ Continuously communicates on-going feedback to parents regarding the performance of their child.
- ✓ Interdisciplinary approach – collaboration within different subject teacher's for the same class to generate a solution for the problems in learning of students.
- ✓ Encourage students for challenges of external assessments.

#### **Responsibilities of Administration:**

- ✓ Provide sufficient time to teachers for planning and reflecting.
- ✓ Provide useful resources for proper execution of the Learning
- ✓ Provide professional development to the teachers.
- ✓ Career counseling (to provide platform to students for competitive examinations held in city or state like Olympiad, interschool quiz competition etc.)
- ✓ Taking action against any student misconduct/misbehavior (complicated word to use here-delinquency)

## **PURPOSE OF ASSESSMENT AT EPS**

The purpose of assessments is to extend student's learning by providing information and contributing to the efficacy of the programme.

#### **Students' learning is promoted through:-**

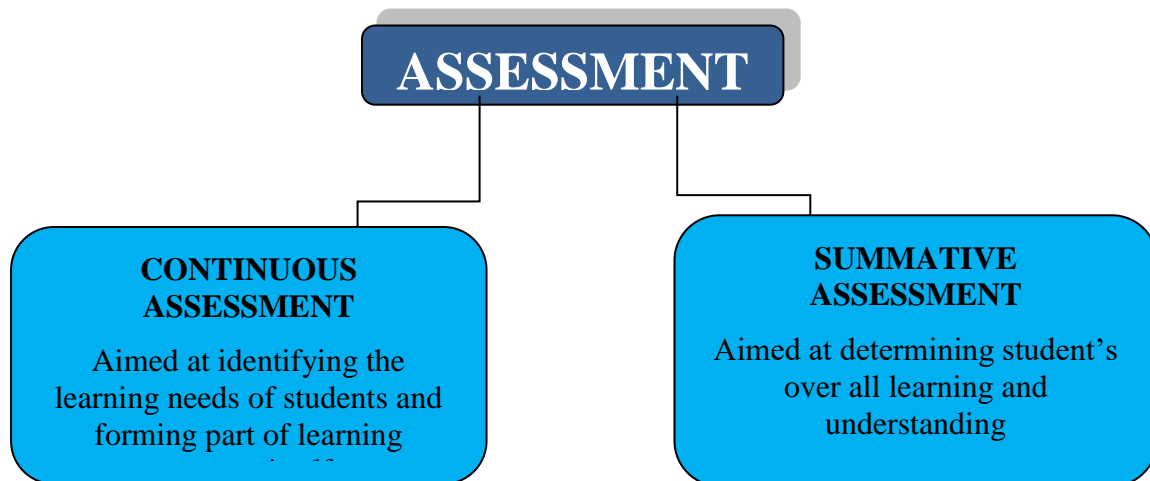
- ✓ Assessing the prior knowledge and experience of the student gained in the previous grade.
- ✓ Planning the strategies for teaching in order to provide the student best possible learning experiences.
- ✓ Encouraging the student to involve in on-going self-analysis in order to proceed towards the desired goals.
- ✓ Engaging students in self-reflection of their learning.
- ✓ Providing equal opportunities for all students to be successful.
- ✓ Assessing individual & group needs.

#### **Information about students' learning is provided by**

- ✓ Portfolios of students work or performance
- ✓ Statistics based on different assessment tools
- ✓ Report cards

The programme evaluation uses a variety of students' assessments to:

- ✓ Assess student's performance in relation to general and specific expectations of the programme.
- ✓ Assess group performance in relation to other classes or groups both internally and externally.
- ✓ Inform others like:-
  - a. Students - so that they can improve upon
  - b. Teachers-so that they can know how to modify their plans accordingly.
  - c. Parents- so that they may know where they need to apply their focus more for their child.



## ASSESSMENT PRACTISES IN SCHOOL

Assessments can be used for a variety of purposes, as they play an integral part of learning. The intended purpose for a given system of assessment has a major impact on its style and format as it provides feedback on the learning process. The trailed Assessment practices are ongoing and continuous. They help teachers to know the strength and weakness of the learners thereby making relationship of teachers and students transparent & interactive. They also help teachers to develop strategies for learning then again benefiting the students to upgrade their level of skills, understanding and knowledge.

**Continuous Assessment:** Continuous assessments will provide detailed feedback to teachers and students on the nature of students' strengths and weaknesses, and help in developing students' capabilities. These assessments will be interwoven with regular learning. These assessments will identify knowledge, skills, attitudes and understanding that students should develop, rather than only measuring the level of each student's achievement. Reliability is therefore a much lower consideration for continuous assessment than validity. Over a period of 2 years there will be six Continuous Assessments.

### Continuous Assessment Tools:

1. Diagnostic assessment
2. Chart/Poster Presentations
3. Model Making
4. Power Point Presentation

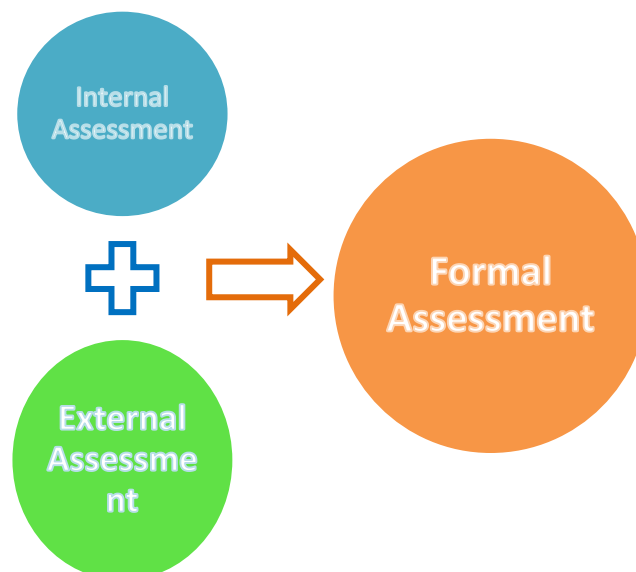
5. Orals
6. Research Work
7. Debates
8. Open book assessment/Questionnaires
9. Experiments/Investigation
10. Worksheets/Written task
11. Lab Report
12. Journals
13. Project Work

**Summative Assessments:** They are used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum. They take place at the end of teaching and learning processes and give students the opportunities to demonstrate what has been learnt. Over a period of 2 years there will be 3 Semester Exams and one MOCK Exam.

## ASSESSMENT PRACTISES IN IB DIPLOMA

### Formative Assessments:

(Assessment instruments that are used to contribute to the final qualification)



### Internal Assessments:

- Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course and externally moderated.
- Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score.
- The calendar dates for the completion of internal assessments is administered by the EPS IB Academic Calendar.
- It is designed to spread out the workload of the IB Diploma program over two years and provide a timeline for students to follow.

- Teachers are required to submit Internal Assessment scores to the IB Diploma Program Coordinator in a timely manner.
- The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration.
- Please see Appendix A for a list of the current IA due dates.

## External Assessments:

- External Assessment refers to work that is conducted and overseen by teachers and then graded externally by examiners.
- End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, English A1 World Literature essays, and the TOK essay.
- External Assessment dates are fixed by the IBO and adhered to by EPS. The IB Exam Calendar will be published to students and parents on the EPS website.

## EPS IN SCHOOL ASSESSMENT FREQUENCY

EPS DP- academic year is divided into TWO SEMESTERS in the first year and ONE SEMESTER and MOCK Exam in second year. Academic progress will be internally assessed by continuous assessments and semester assessments. The continuous assessments will produce achievement grades and these achievement grades along with semester grades will generate the overall performance of the student. All the assessments will be **critierion based assessments**.

Continuous assessments will take place regularly on monthly basis.

Schedule of continuous assessments:

### **Year 1 - Semester 1 (June – October)**

*Continuous assessments will be in the month of July, August, September, October*

### **Year 1 - Semester 2 (December – March)**

*Continuous assessments will be in the month of December, January, February, March*

### **Year 2 - Semester 1 (June – October)**

*Continuous assessments will be in the month of July, August, September, October*

### **Year 2 - Semester 2 (December – March)**

*No Continuous assessment as Students will be busy with the completion and submission of IAs*

Assessment of different subject groups will take place every month as stated below:

*Week 1 – Group 1 & 2 subjects*

*Week 2 – Group 3 subjects*

*Week 3 – Group 4 subjects*

*Week 4 – Group 5 subjects*

A total of 2 continuous assessment tasks comprising of 2 written exams and 2 other tasks in regards to the internal assessment component and will be assessed in both the semester of year 1 and only in the 1<sup>st</sup> semester of year 2.

Semester exams will be held at the end of every semester in both the years (except at the end of the 2<sup>nd</sup> semester in year 2, where there will be Mock exams).

Schedule of Semester Exams:

### **Year 1 - Semester 1 (June – October)**

*Semester exams in the month of November*

### **Year 1 - Semester 2 (November – March)**

*Semester exams in the month of April*

**Year 2 - Semester 1 (June – October)**

*Semester exams in the month of November*

**Year 2 - Semester 2 (November – March)**

*Mock exams in the month of March (No semester exams)*

Mock exams will be held at the end of the 2<sup>nd</sup> semester in year 2, *i.e.*, in the month of March and will generate exam grades.

**Syllabus** for different Semester's will be as follows:

Exam	Syllabus coverage	Weightage
Semester 1 (Year 1)	June – October	[100%]
Semester 2 (Year 1)	June – October	[40%]
	December- March	[60 %]
Semester 1 (Year 2)	June – October	[30%]
	December - March	[30%]
	June – October	[40%]
MOCK (Year 2)	Feb of Year 2 of DP	[100%]

## Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by EPS as an evaluation tool of teacher comprehension of the requirements and standards of their course
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

It is EPS's policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents. Teachers are required to submit Predicted Grades to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration.

Program	Grade	Level	Descriptors
<b>IB Grading Scale</b>	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

(Grade boundaries can be found in the Report card)

## RECORDING AND REPORTING

Report card will contain Semester grades (1 – 7), grade descriptors and comments (subject teachers)

[Year 1](#)

- After Semester 1 exams (Reporting period: June – November) in December  
*Reporting will include - Semester grades + Achievement grades (comments on TOK / comments on CAS / No EE)*
- After Semester 2 exams (Reporting period: December – April) in May  
*Reporting will include - Semester grades + Achievement grades (comments on TOK / CAS / EE)*

### Year 2

- After Semester 1 exams (Reporting period: June – November) in December  
*Reporting will include - Semester grades + Achievement grades (comments on TOK/ comments on EE / comments on CAS)*
- After mock exams (Reporting period: December – March) in March  
*Reporting will include - Semester grades (no TOK / no EE / no CAS reporting)*

Students and parents will be made aware of the IB assessment Policy and other aspects by:

- Meetings with the IB Diploma Program Coordinator
- Orientation for X Graders along with the Parents
- PTM- Parents Teachers Meet
- Newsletters.
- Websites/Blogs

### **Frequency of PTM:**

PTMS will be held at the end of each semester

**Year 1** – December (after Semester 1 exams), **Year 1** – May (after Semester 2 exams)

**Year 2** - December (after Semester 1 exams), **Year 2** - March (after Mock exams)

The school will report (in written) FOUR times in two years.

\*\*Report card- Appendix B

## **Passing Regulations**

**In School:** All the students will be promoted looking into the performance but the weaker students (Grade level 3 and below) will be given extra remedial for bring them up to the expected level

**IB Diploma:** Performance in each of the six Diploma subject groups is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. CAS program should also be completed as per the requirement. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

## **Role of Language for Assessments in EPS**

There is complementary relationship between academic and English language skills, which supports the structure of overall English Language Proficiency. In general, the content areas



of reading, writing conventions, and writing represent academic skills, and those of listening and speaking represent social skills. Accurately assessing these two aspects of English language skills, academic and social, provides a clear picture of a student's overall English proficiency.

**From the perspective of assessments, the challenges regarding language are:**

- To understand the complexities of acquiring English language proficiency, as per the requirements and demands of the assessments.
- To determine how assessments can support effective teaching of language skills along with the subject in context.
- To build reliable and valid assessments that is most likely to elicit critical evidence of English language acquisition.
- To document the psychometric properties of these items and tests in context of language proficiency.
- To validate "proficiency" so that there is a rational link between the English proficiency of ESL students and native English speakers.

### **Aims**

- To provide question papers/instructions/TSC's of all subjects in English language only (being the official language at EPS) apart from assessments of other languages (Language B: Urdu and Hindi).
- To provide a record of achievement in English language only.
- To provide evidence of developing language skills (Reading, Writing, Speaking, Listening, Presenting) through various tasks, during the process of assessments.
- To motivate learners to extend their range of language competences by using variety of assessment criterion.
- To ensure that the language needs of all pupils are being addressed before and during assessments.

## **Role of Academic honesty for Assessments in EPS**

The purpose of Academic honesty policy is to create a good academic learning environment in the school where students produce original work and respect the work of others. We believe that the presentation of genuine work is essential to good academic research and practice. This policy clearly outlines the school's expectations from the students for honest academic conduct, all the stake holders' (administration, teachers, students, parents) roles in promoting academic honesty and the consequences of academic misconduct.

For further details please refer to eastern Public School's detailed Academic honesty policy. The EPS IB Academic Honest Agreement may be found in Academic Honesty Policy. All the Diploma candidates as well as their parents, must read, understand, and sign the agreement.

## **Rules and Regulations to be followed for the Assessments**

## Attendance

- Student should have 75% of attendance over the given time period for one annual year for being eligible for appearing in the examination.

## Non-Submission of assessment work

- If the student does not submit the work on time as conveyed by the teacher then with warning 2 days will be given for submission of the work.
- If still the work is not submitted then Parents will be called for meeting and after the internal discussion with the School Authority, It would be decided whether no grade should be awarded or should some more time to be given for submission of the work.
- If the same thing is repeated by the student in any other type of assessment for same or another subject assessment then directly a **Zero level** will be given to the student. No further explanation from the student or parent will be entertained.

## Absence in Exam

- If the student is absent in the Internal Assessment (Oral) without a valid reason then no retest will be taken.
- If the student informs before in hand to school or provides a medical certificate in case of health issues then after the discussion with the Parents retest may be taken.
- For Written Internal Assessment submission has to be before due date, else it will not be accepted.
- If is not present for Semester examinations and MOCK test, except with permission due to illness or other acceptable reason, student will be considered to have failed that specific assessment.

## Entering and leaving time in the Exam

- Students will not be permitted to enter the examination room more than half an hour after the commencement of the exam.
- Students will not be permitted to leave the examination room until half an hour after the start or during the last fifteen minutes except with the special permission of the invigilator in charge of the examination. If student leaves during these times, the matter will be reported to the Examination Department.

## Reading and writing time

- Reading time usually commences at the scheduled exam start time as indicated on the exam timetable. Students are not permitted to write anything during this time.
- All writing, including the entry of names or other information on the examination paper, examination answer booklets, or the numbering of questions must be completed during the examination time, but only after the invigilator has indicated that reading time is over.

**Reference: Guidelines to Developing Assessment Policy, IBO publications.**