

**Assessment Policy**  
**Tripada Singapore Internationalé School (TSI)**



**Mission**

**IB Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**TSI Mission Statement**

To lead the cosmic environment where each learner is an entrepreneur, innovator and able to lead differences with balanced approaches promoting internationalism for a

One World, One Family

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## **Tripada at a Glance**

Tripada is a renowned name in the field of education catering to more than five thousand students, with its different schools, for past fifty years. TSI is the first proposed IB candidate school in Gandhinagar, with a vision to have all the programmes: IBDP, MYP and PYP.

## **Objectives**

This policy recognises the importance of both formative and summative assessment in the teaching and learning process. This policy provides some specific guidance in the delivery of summative tasks aimed at the whole cohort in a subject. Assessments in the DP are based on subject group objectives and are criterion-related

This Assessment Policy is to:

- Set out the responsibilities of students, teachers and parents, and the TSI's expectations regarding assessment tasks.
- Make the assessment processes equitable, transparent, valid, reliable and fair.
- Understand that assessment tasks are an important part of the learning process and should not be seen as distinct from, or outside of, other learning experiences.
- Enable the students to understand what they know and understand at different stages of the learning process.
- Reflect on the conceptual understanding and teaching strategies by teachers

## **Assessment philosophy**

Assessment is integral to all teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of its programmes and provides direction for teachers, learners, parents, administration and overall school development.

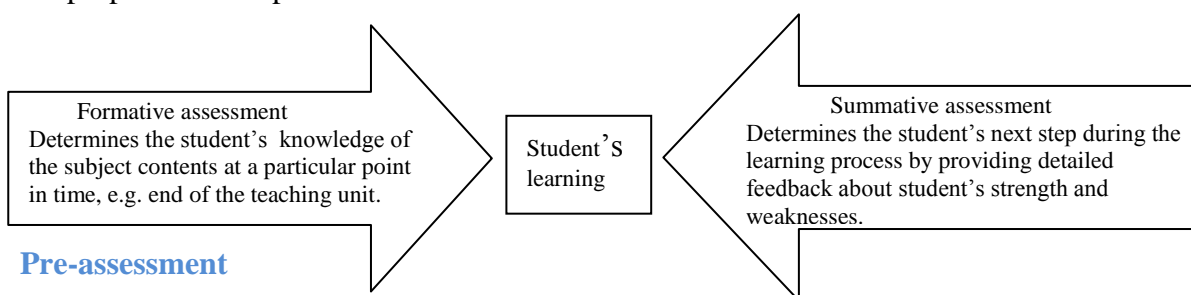
For assessment to be effective, it should

- Be based on clear, known and understood assessment criteria
- Involve self-assessment and reflection on the part of the learner
- Provide timely, direct, specific and contextualized feedback to teachers, learners and parents

- Be integrated into all stages of the learning process
- Be supportive and motivating
- Place students at the centre of teaching and learning

### **Assessment practices and strategies**

Students at TSI are encouraged to view formative and summative assessment activities as part of an integrated approach to learning. Formative does not contain any weightage as its purpose is to make teachers aware of the progress of the student on a continuous basis. Also, the student may be given a chance to rewrite or attempt again his/her formative assessment as the purpose is to improve the student and not to assess him or her.



- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience

#### **Formative assessment** (for the learning)

- On-going and regular assessment takes place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning
- Formative assessment and learning are directly linked and provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice
- Formative assessment engages students actively in the process of learning.
- Students learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they do not work towards the achievement of grades.
- Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

#### **Summative Assessment**

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance

- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways.
- The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria.
- These grades count towards semester grades.
- Summative assessments can take a variety of forms (including for example tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations....)

### **Assessment Strategies**

#### **Observation:**

All learners are observed regularly, with the teacher noting the performance of the individual, the group and the whole class. Observations include how groups work and the various roles of participants within the groups.

#### **Task Specific Rubrics:**

Assessment criteria and learning outcomes are established and published to the learners clearly in advance of an assessment.

#### **Moderation/ Standardization:**

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative.

#### **Criterion Referencing:**

Subject teachers present the assessment criteria of their subject early in the programme, and these are furthermore easily available for parents and students in the subject guides (briefs). Assessment tasks are marked according to these criteria so that students, teachers and parents are clear about the progress of the learner.

### **Assessment of Skills**

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts

- applying standard methods.

in addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

## **Grades**

### **Grades**

The IB Grading Scale is as follows:

7: Excellent

6: Very Good

5: Good

4: Satisfactory

3: Mediocre

2: Poor

1: Very Poor

Grades 2 and 1 are failing grades.

The TOK course and the Extended Essay are graded according to the following scale:

A : Excellent

B : Good

C : Satisfactory

D : Mediocre

E : Elementary (failing grade)

N: No grade

In order to achieve a final score for the Diploma, the numeric grades from the six subjects are added together. EE and TOK grades are converted into 1, 2 or 3 points (using the matrix below) and added to the subject score to achieve a final result out of 45. 24 points (and the meeting of a number of conditions, see Appendix 2) are required in order to 'pass' the Diploma

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	3	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

### Assessing and Reporting of CAS

The progress of the student in CAS related activities will be reported in each term on the basis of advisors evaluation report, student self-reflection and evidence in any form (like video, photograph etc).

### Assessing and Reporting of TOK

TOK one of the components of the DP will be assessed by TOK teacher who will be writing individual comments on the performance of each student. The report will be part of the report card to be handed over to parents at the end of each semester. However, during the third and fourth semester, the student will be marked as per the IB criteria for these components along with the report.

### Assessing and Reporting of EE

The progress of the student in the extended essay will be reported in each term on the basis of the EE supervisor evaluation report and student self-reflection. The advisor evaluation report will comprise of students progress in view of EE assessment criteria and level of commitment. The supervisor will write a report on each student individually.

### **Achievement**

While the scale for achievement grades (the scale 1- 7) is the same as the IB scale, report grades are not predicted grades. This is because the way in which a final grade is arrived at in each IB subject is different from another, and they are all different from the way in which the semester report grade is reached.

## Effort grades

Effort grades are awarded according to the following system:

- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory

The effort grades are important in evaluating whether a student is unfolding her full potential within a given subject. Furthermore, they will be important for student counseling purposes

## Predicted Grades

Final Diploma Programme grades for each student are predicted twice in IB2, for two separate purposes. Between October and December, teachers predict grades to assist with student applications for university. Students are informed of their total predicted grade, and, where necessary, (usually for entrance to UK universities), of individual subject predicted grades. Teachers can change these predicted grades following the outcome of the mock examinations in December.

In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades prior to the final exams. Students are not informed of their predicted grades unless they are in danger of failing the Diploma.

## Internal and external assessment in the Diploma Programme

Formal assessment in the Diploma Programme is defined as assessment directly contributing to the final qualification. Because of the high stakes nature of this assessment process, determining students' possible pathways to further education, it is essential that teachers and students fully understand how formal assessment is conducted. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner.

Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator.

In order to ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by

the DP Coordinator and agreed to by all DP teaching staff. This calendar is available electronically and the students are informed about the upcoming deadlines regularly by teachers and the IB coordinator

### **Marking of internal assessments**

TSI, going by the assessment philosophy of IBO, uses two principal methods for allocation of marks:

- analytic mark schemes
- assessment criteria (which itself has a variant called mark bands).

**Analytic mark schemes** are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the candidates.

**Assessment criteria** are applied where an assessment task is so open-ended that the prospective variety of valid responses is too great to permit analytical markschemes to be written. The criteria differ as per the SL and HL level for the same subject. Each subject groups will have different criteria having its own grade descriptor(for that specific subject group). The teacher communicates the grade descriptor to the student beforehand so that he/she understands the meaning of 5 or 7 grade.

### **IB Diploma Requirements**

IB Diploma requirements at TSI	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creativity, Activity, & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 28 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma.

Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their TOK and Extended Essay.



IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year.

The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

The Extended Essay is a core requirement of the IB Diploma program. It is a two year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student.

## **Reporting**

Communicating student achievement is very important at TSI. In order to keep parents and students up to date on grades and progress monitoring, we utilize an electronic grade book, which is linked to our Parent Portal and Student Portal. Students and parents can check grades at their convenience any time, day or night, during the school year. Parents are encouraged to check their students' progress on a monthly basis, through End of Month Reflections, they are given notices, newsletters, and emails reminding them to monitor their students' progress. All parents are notified through the Tripada SMS system, when progress reports should be checked on Parent Portal as well as the when formal report cards are being sent home with the students. In addition to electronically monitoring student progress, parents are notified of student achievement and progress during conferences between the student, parent, teacher, and guidance counselor.

### Reporting and Assessment Documentation

- Formal report cards – October, April
- End of month reflection
- Parent-Teacher-Student conferences – twice yearly.
- Presentation and exhibition events

## **Conduct of Retake Examination & Modification in report card**

- The retake examinations will be held in the last week of May; the results of which will be declared in a week's time. The dates for the retake examination will be given at the time of Parents Teacher Meeting (PTM).
- It is mandatory for the parents and students to meet the Diploma Program Coordinator on PTM when student scores are matching the failing conditions.
- The highest score out of the 2 examinations taken will be considered, and the final end of the year report card will be modified accordingly.

## **Exceptional Circumstances**

### Absenteeism

- For a candidate who misses his/her examination due to reasons like sickness or any other event beyond his/her control, will be given an opportunity to appear for the retest, after the permission of head of the school.

## **Instructions for students during internal as well as external examinations**

- Refer to the policy of academic honesty

## **Responsibilities**

### **Student Responsibilities**

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Maintain a cumulative unweighted grade point average of 2.8
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay and CAS supervisors
- Develop study skills and time management skills to maximize potential for student success
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Earn a minimum grade of 60% in testing classes in order to take the IB exams for those subjects
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty and Integrity Policy of TSI

### **Parent Responsibilities**

- Monitor student progress weekly using the Parent Portal
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner

- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time.

### **Teacher Responsibilities**

- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- Communicate with students and parents frequently regarding student progress
- Focus on the assessment of student learning outcomes more so than covering subject content
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- Refer to My IB often in order to stay current on curriculum and assessment changes

### **IB Coordinator Responsibilities**

- Distribute IB assessment materials to teachers
- Offer training in interpreting IB summary data to teachers
- Train EE and CAS supervisors
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritizes assessment for learning and assessment of learning

- Set deadlines to ensure all I/A Assessments, extended essay, and sample sets arrive at the appropriate destinations on time

\*For information on other aspects of assessment in the DP, such as how the IB ensures reliability of results, see our detailed guide on the [principles of assessment](#).

### **Award of the IB Diploma**

The IB Diploma will be awarded to the candidate provided all the requirements have been met:

1. CAS requirements have been met
2. The candidate's total points are 24 or more
3. There is no 'N' awarded for Theory of Knowledge, the extended essay or for a contributing subject
4. There is no grade 'E' awarded for Theory of Knowledge and/or the extended essay
5. There is no Grade 1 awarded in subject/level
6. There are no more than two Grade 2s awarded (HL or SL)
7. There are no more than three Grade 3s awarded (HL or SL)
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
9. The candidate has gained 9 points or more on SL subjects (Candidates who register for two SL subjects must gain at least 5 points at SL)
10. The candidate has not received penalty for academic misconduct from the final award committee.

### **Bibliography**

- Diploma program assessment- Principles and practice
- IB- Assessment and exams
- IB-Understanding DP assessment
- Assessment policy- Fountainhead school
- Vanguard high school –Assessment policy
- Viborg Katedral Skole –Assessment policy

\* This policy was redrafted in December 2017