



K. R. Mangalam Global School

South City-1

Gurugram

Assessment Policy

## **K.R. Mangalam Global School Mission:**

is to raise learners who have a strong moral fibre; are self reflective, resilient and responsible individuals with strong sense of identity who strive to be agents of change for building a more equitable and humane society.

## **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.

# **Assessment Policy**

**Purpose:** Assessment is integral to all teaching and learning. The policy is developed to lay out clear guidelines for assessments in order to create parity in terms of our collective approach towards Assessment as an Organization. Assessment should be continuous and fair so as to provide information about student performance in terms of both strengths and challenges. Assessment should also provide information on the efficacy of the programme. Assessment will focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. The learner profiles are the foundation of this policy. In developing and enforcing this policy, the Learner Profile is directly linked. We encourage our students to be:

- **Inquirers** - who know how to learn independently and with others. They learn with passion and retain their lifelong love of learning.
- **Knowledgeable** - who explore and develop knowledge within evaluation criteria of local and global significance.
  - **Thinkers** - who apply thinking skills to recognise complex problems and utilise strategies to resolve them in accordance with the evaluation goals.
- **Open-minded** - who seek and evaluate a range of points of view, and we are willing to grow from the experience of evaluation.
- **Risk-taker** - who demonstrates a willingness to engage in innovative assessment methods to express learning and build new skills

- **Reflective** - who thoughtfully consider assessment feedback provided during the learning process. They consider the strengths and weaknesses in order to strengthen their learning and personal growth.
- **Balanced** - who are able to examine and appreciate their strengths and limitations in order to support their learning and personal progress.

Everyone concerned with assessment, including students, teachers, parents and administrators will develop a clear understanding of the reason for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

**Our approach/ Philosophy:** At K R Mangalam Global school, we believe that the true purpose of assessment is to guide instruction and track progression in student's skills and abilities. Assessment is an ongoing process which is fair so as to provide information about student performance. It is the evidence of achievement and also provides timely feedback to students. Assessment will focus on what students know and understand, their abilities and feelings at different stages of the learning cycle. The aim of assessment is to maximize the potential of each student. While teachers are the primary resource with the ability to make valid and weighty informal assessments, parents also must contribute valuable assessment data through informal conversations they have with children that is indicative of their growing thought process. Students also must know what they are being assessed on and self assess themselves honestly and sincerely to identify their own learning goals.

### **Essential agreements on Assessment Policy**

Assessment is a fundamental practice to support and enhance the learning experience of our students. Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different, a range of assessment strategies should be adopted. Evaluation should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. While assessing a student we believe that both effort and performance must be given equal importance.

### **Why do we need assessments?**

- To celebrate students' learning
- To evaluate the degree and previous experience of students and laying the foundations for the process of teaching and learning
- To provide information about student progress
- For Teacher's analysis and reflection of the concepts taught and the learner's comprehension of the same

- To determine the process and progress of student learning
- To describe what student is learning and how
- To build a clear picture of the student's interests, strengths and weaknesses ●

Identifying the basic needs of the student as well as community needs

In addition, assessments are imperative for assessing skills for learning (AFL) as well as of learning (AOL). It is a positive and supportive mechanism that enhances student learning, teaching methodologies and parental support in the overall development of student achievement.

### **Who is responsible for assessment?**

All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction. They provide feedback on the learning process by gathering evidence about a student's knowledge and ability to use it. They also analyse a student's inclination towards a discipline and for making inferences from that evidence for a variety of purposes. Students also have a role to play in assessments, they do self and peer assessments and take ownership of their learning.

### **What do we assess?**

1. Prior knowledge
2. Students learning
3. The students' understanding of concepts under study
4. The increasing understanding of the concepts and their application
- 5.

Measure the application of Approaches to learning and Learner profiles

### **Components of assessments in PYP**

**Assessing:** As mentioned in the Programme of Standards & Practices, four dimensions of Assessing are:

Monitoring, Documenting, Measuring & Reporting

**Monitoring:** Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Each unit of inquiry will include both formative and summative assessment and will be carefully planned keeping in centre the developmental appropriateness and learning

needs and expectations.

**Documenting:** Assessment is interwoven with each unit of inquiry/concept. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

### **How we assess what the students know and have learned**

#### **Diagnostic/Prior knowledge Assessment –**

- Enables teachers to plan and modify the teaching learning process.
- To plan the next stage of learning keeping in focus the varied needs of students in the class. This also helps students loopback their previous learning.
- Helps in meeting the individual or group needs.
- Provides data regarding students' knowledge, skills and conceptual understanding
- Serves as the foundation for formative or summative assessment

#### **Formative Assessment –**

- On going process
- Assesses the learning process including learner's experience, ideas and abilities and offers input to strengthen learning
- Learning goals are co-created with students to enhance engagement and agency.
  - Students are given the opportunity to see exemplary work and discuss examples of good work generated by them and their classmates as a model for success.
- Is integrated with other subjects and stand alone subjects are also designed to enable connections
- Helps to plan the next phase of learning.

#### **Summative Assessment-**

- Apprises about student learning and the teaching process
- Gives a clear insight into students' acquisition of knowledge and conceptual understanding.
- Demonstrates incorporation of a range of skills

#### **Differentiation in Assessment:**

When students are unable to achieve the learning objectives inside the classroom as their peers, we would differentiate in the teaching and learning practices whether in the process, content, or product with manipulative, different leveled texts, readings, stories,

use of different strategies, along with differentiated worksheets, and implementing differentiated formative and summative assessment.

### **When should it happen?**

- Formative - daily and ongoing
- Summative - at the end of each concept
- Written report - twice a term

### **Strategies:**

- **Observations:** All students are observed regularly, with the teachers taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.
- **Performance Assessments:** The assessment of goal directed tasks with established criteria. They provide authentic and significant challenges and problems. There are numerous approaches to the problem and rarely only one correct answer. (Use of audio, video and narrative records encouraged).
- **Process focused Assessments-** Students are observed often & regularly by noting the typical & non typical behaviours- collecting multiple observations to enhance reliability and validity.
- **Selected responses-** Test & quizzes are the most familiar examples of this form of assessment.
- **Open ended tasks-** Situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be written, drawn, a diagram or a solution.

**Recording:** How we choose to collect and analyze data

### **Tools:**

- **Checklists:** These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of a checklist.
- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a predetermined scale. Rubrics can be developed by the student as well as the teacher.
- **Exemplars:** Samples of student's work that serve as concrete standards against which other samples are judged.

- **Anecdotal records:** These are brief written notes based on observations of students. They need to be systematically compiled and organized.
- **Continuums:** These are visual representations of the developmental stages of learning. They show a progression of achievement or identify where a student is in progress.

### **Measuring and Reporting:**

Reporting is a means of giving “Feedback” for assessment. Assessment without feedback merely serves as “Judgement”. So, “Effective Feedback” is a mere component of assessment that lets us make sense of judgement and help in improving individual work. Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students learning, identifies areas for growth. We believe that effective reporting should:

- Involve parents, students and teachers
- Be comprehensive and explicit to all those who are involved. ●

Helping students rely on their own learning

- Help teachers to incorporate reporting into their future teaching and assessment practices.

We report about students’ performance and progress in a variety of ways: **1. Written reports**

Written reports are shared twice a year.

#### **What will it contain?**

- It will indicate areas of strength
- Stipulate areas of improvement
- Indicate co-curricular activities
- Anecdotal records indicating the above

#### **2. Student Led conference**

Slc is a medium through which students get an opportunity

- To reflect on their learning process by making their learning goals
- To present artefacts to support their growth in different subjects
- To showcase self assessed rubrics to state an honest view about their academic achievements and reflections to ponder over their social emotional growth.

It is a channel through which all stakeholders in the child’s learning process

(parent, teacher and student) triangulate to work collectively to support the learning process.

Student Led Conference is conducted twice a year.

#### **What will it contain?**

- The students will present their work and showcase their learning process
- Parents and other stakeholders will be invited for the same.

### **3. Portfolios**

Maintained regularly, depending on the teacher's discretion, however minimum twice a year it should be updated at the end of each term and shared with the parents.

#### **What will it contain?**

- Pieces of student selected work with their reflection on it, stating reasons for selecting that work, what they learned, how can they use that learning
- Pieces of teacher selected work for the student with a reflection stating reasons for selecting that work and what has the student learned
- Minimum 6 pieces of work by student and teacher each term
- Compulsory four subjects: Math, English, Units of Inquiry and Hindi supported by two more subjects either from: Music, Art, Dance, IT, Sports; ensuring that all the subjects get covered over the year.
- Goal sheet co created by students, teachers and parents
- Feedback from parents

#### **The following ways are used by school for the purpose of Measuring & Reporting. ● Parent/teacher/student conferences**

- **Student-led conferences:** Students share their learning with the parents through Student Led Conferences once in a year.
- **Reports:** An online Report Card is shared with the parents twice in a year. Along with the achieved grades, the teachers also write detailed subject remarks notifying student's strength, weakness and their recommendations in each subject.
- **Learning progressions:** In addition to the Report Card, parents are notified of student achievement and progress during formal parent teacher meetings (PTM) four times in a year.
- The school believes in regular and efficient communication channels between the school and parents. Therefore the parents are encouraged to communicate with the child's subject teachers asking for feedback and the teachers are encouraged to provide feedback of the child to the parents. Apart from the four PTMs, the parents are also encouraged to meet the teachers or programme coordinator to



discuss the child's performance, if needed.

**Assessment Cycles** : The academic year at KRMGS is divided into two semesters. Each semester is made of roughly 20 weeks excluding term breaks and term assessments.

### **Link with other policies**

**Admission Policy:** Regardless of the age group, an assessment is in place when the learner seeks admission in KR Mangalam Global school. To ascertain the calibre and attitude of the learner, an informal assessment takes place through a personal interaction with the PYPC.

**Language Policy:** Throughout various stages of assessment, a major emphasis is laid on language acquisition skills. Since language is a major aspect of interaction and learning, it is an endeavour of the school's academic fraternity to equip learners with opportunities to become proficient in language that reflects upon their academic and emotional growth.

**Academic Honesty Policy:** Academic integrity is an important criterion for assessing the degree of achievement. There is an elaborate evaluation platform wherein learners are exposed to various engagements and assignments through various tools. There is an emphasis on making the learners aware about the concepts of academic honesty. They are encouraged to cite and acknowledge the sources referred or wherever the help is sought for doing their assignments.

### **Responsibilities**

The Grade level teachers and specialists are responsible for appropriately grading the students under their supervision.

The PYPC is responsible for guiding and facilitating the assessment in the Primary school.

The Head of School is responsible for assessment in the whole school. **When will the assessment policy be reviewed?**

Once in two years- at the end of the academic session

### **Who will be part of the Review?**

Head of School, PYP Coordinator, Preprimary and Primary teachers along with all the specialists.

### **Review Details:**

**Policy reviewed by all staff members in January' 2021.**

**Team Members involved:** HOS, PYPC, HRTs, Subject Specialists **Reference:**

**Assessment principles and practices – Quality assessment in a digital age**

**Resources on [ibo.org](http://ibo.org)**

**Assessments in PYP : Annotated  
Samples Learning and Teaching in IB(  
2018) Policies of different schools**