



Assessment Policy

Johnson Grammar School IBDP

2022-23

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ASSESSMENT POLICY 2022-2027

PURPOSE OF THE POLICY

To establish an assessment policy which is in compliance with International Baccalaureate requirements and to aid students' progress. The policy document will also inform students and parents about the progress of student learning and will be shared with all stakeholders within the school.

WHY AN ASSESSMENT POLICY?

The purpose of an Assessment Policy is to:

- Facilitate effective and efficient procedures to ensure quality and uniformity in assessment.
- Regular evaluation of students learning.
- Understanding students' strengths and weaknesses.
- Identifying specific areas of improvement for every student.
- Differentiation planning for academically weaker students and for students with special needs.
- Help teachers in planning lessons to account for different learning styles.
- Inform parents of students' progress.
- Provide opportunities for students to reflect on their learning and take corrective measures to improvise.
- Helps develop the attributes of Learner profile in specific being principled, reflective and balanced.
- To support other policies like Academic Integrity Policy.
- Is aligned with the IB philosophy concerning learning and assessment.
- For schools with the local states and national requirement an explanation of the relationship of IB assessment principal and practices with required (Through all Indian universities).

WHAT IS ASSESSMENT IN DP?

DP is a two-year programme culminating in a final external assessment conducted by IB worldwide in the month of May at the end of Grade 12.

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices. IB style assessment tasks per semester helps students to test their knowledge reflect on their learning and plan strategies for improvement.

Provide the student with constructive feedback on the student's performance and help in giving appropriate support to the student.

HOW DO WE IMPLEMENT THE POLICY?

- Sharing the assessment policy with students and parents.
- Uniformity on the number of assessments per semester and following the practice of all assessments being IB style.
- Students to be notified the assessment date one week in advance on Managebac.
- Assessment calendar per semester is created so that there is no cluster of assessments on a particular day. Month wise assessment dates are shared with students and parents.
- Feedback is to be provided within twelve days from the date of assessment. Feedback is to be as detailed as possible enabling the student to reflect and improve
- Criteria and grade boundaries are shared with students on managebac
- End semester reports have narrative comments on the students current ability and future potential

ASSESSMENTS AND STAKEHOLDERS

1) How Assessments Can Help Teachers?

- Design tasks using prior knowledge of the students.
- Understand the strengths of the teaching program and learning outcomes in each student.
- Understand the need of differential learning and assessment.
- Set realistic goals for student attainment.
- Use approaches to learning as effective tools to further learning.
- Broaden the learning opportunities provided to the students.
- Provide the appropriate remedial support.

2) How Can Assessments Help Students?

- Identify their strengths and strategies for improvement.
- Address their misconceptions and gaps if any.
- Identifying the learning objectives of every subject.
- Develop skills to be independent learners and collaborate with others.
- Reflect on the process of learning and their individual progress.
- Determine future career choices based on their strengths and areas of improvement.

3) How Assessments Can Help Parents?

- Understand the learning journey of their children.
- Identify the strengths and areas of improvement of their child.
- Give appropriate support to their child.
- Motivate and celebrate their child's learning.

4) How assessments can help the DP coordinator/administration?

- Suggest/take appropriate corrective action to improve the learning experience of students.
- Discuss with teachers on the measures to be taken to strengthen learning.
- Determine training needs for teachers
- Setting appropriate and realistic academic goals
- Describes the rights and responsibilities of all members of the school community.

TYPES OF ASSESSMENTS

- FORMATIVE ASSESSMENT

- 1) Short Tests, Concept Evaluation via Worksheets: To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge acquired.
- 2) Quizzes, Class Discussions, Role-Plays, Debates and Oral Presentations: To assess the presentation skills, knowledge of local and global events and develop communication skills.
- 3) Projects, Research Work or Fieldwork: Requires students to identify sources for information, collect data, sort and interpret. Research skills, transfer skills, social skills and communication skills can be assessed.
- 4) Class-Work: Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc and develop time management skills. Students reflect on the knowledge acquired.
- 5) Home-Tasks: This is to complement the class work. This could involve homework worksheets, problem-solving questions, small assignments and develop high order thinking skills. Completion of home tasks helps them in being balanced and enhancing their time management skills. All formative assessments have 0% weightage towards final semester grade. Written and verbal feedback is given on these tasks, which helps students to improve on future assessments.

- SUMMATIVE ASSESSMENT

Considering that every subject has benchmarks of learning through grade descriptors, summative assessments are more on 'assessment of learning'. The outcome of summative assessments provide reflection in processes of teaching, testing and grading

SUMMATIVE ASSESSMENT AT JOHNSON IB

The school shall have 3 summative assessments and one end of term exam in each semester. In the second year (grade 12), there would be two mock exams prior to the IB final year exam in May.

Summative Assessments will keep in view the assessment criteria in every subject in line with the IBO guide. Weighting will be provided for each summative task in every semester.

Grade 11 DP 1	Task	Weightage
Semester 1	Task-1 Task-2 Task-3 End of the semester exam	3 tasks-Summatives-60 % Semester end exam-40%
Semester 2	Task-1 Task-2 Task-3 End of the semester exam	3 tasks-Summatives-60 % Semester end exam-40%
Grade 12 DP 2	Task	Weightage
Semester 3	Task-1 Task-2 Task-3 Mock exams - 1	3 tasks-Summatives-60 % Semester end exam-40%
Semester 4	Task-1 Task-2 Task-3 Mock exams - 2	3 tasks-Summatives-60 % Semester end exam-40%

External Examination Is Conducted In May as Per IB Timetable

All the required Internal Assessments are conducted as per school deadlines. The internal school deadline dates are shared with students and parents in the beginning of year-2 and is in sync with the IB submission deadlines.

ASSESSMENT CALENDAR

Below is an example of an assessment calendar semester one for Mathematics.

Dates & Day	Subject & Level	Content Tested	Exam Pattern	Task	Weightage
30 August (Tuesday)	Mathematics: Core	Ch1: Exponents and Logarithms, Ch2: Sequences, Ch3: Functions.	Paper 1 & 2	1	20%
23 September (Friday)	Mathematics: Core	Ch4: Coordinate Geometry, Ch5: Geometry and Trigonometry, Ch6: Statistics	Paper 1 & 2	2	20%
28 October (Friday)	Mathematics: Core	Ch7: Probability, Ch8: Probability distributions, Ch9: Differentiation	Paper 1 & 2	3	20%
21st Nov- 28th Nov		End Semester Exams	Paper 1 & 2		40%

MATH HL ANALYSIS AND APPROACHES MAY -2022 Grade boundaries:

Marks	0 to 9	10 to 17	18 to 27	28 to 38	39 to 51	52 to 64	65 to 100
Grade	1	2	3	4	5	6	7

MATH SL ANALYSIS AND APPROACHES MAY -2022 Grade boundaries:

Marks	0 to 7	8 to 13	14 to 24	25 to 40	41 to 55	56 to 70	71 to 100
Grade	1	2	3	4	5	6	7

MATH HL APPLICATIONS AND INTERPRETATIONS MAY -2022 Grade boundaries:

Marks	0 to 9	10 to 17	18 to 25	26 to 36	37 to 48	49 to 61	62 to 100
Grade	1	2	3	4	5	6	7

MATH SL APPLICATIONS AND INTERPRETATIONS MAY -2022 Grade boundaries:

Marks	0 to 7	8 to 13	14 to 22	23 to 36	37 to 52	53 to 66	67 to 100
Grade	1	2	3	4	5	6	7

INTERNAL DEADLINES

- The IB has internal assessments which constitute 20-25 percent, and external assessments in the form of exams in the month of May.
- The IA'S in all the subjects are introduced in Semester 2 of Grade 11 and the submission calendar is shared with students on Managebac.
- Students should submit work on Managebac as per the deadlines set.
- Feedback must be provided to students based on the assessment criteria. It is mandatory to give one written feedback as per IB regulations.
- Since IAs are subject to external marking and moderation, the IA marks are not revealed to students.
- IA marks are submitted to the DPC who then submits them to the IB.
- Consequences of non-submission-The student gets 0 in the IA and loses the weighting for IA in the final grade.

REPORTING

THE PURPOSE OF REPORTING IS TO:

- Keep students and parents informed about the students' progress
- Help students to reflect on their learning and feed forward to improve their learning
- Help teachers in predicting a realistic grade for University admissions.
- Details of the common practices for recording and reporting student achievement.

All formal reporting is done via Managebac. Managebac helps in tracking academic progress of every student during the course of the programme.

Narrative reports are generated at the end of each semester.

Besides the reporting of grades for subjects, it also includes comments about the student's achievements and participation in various competitions or activities.

Parent Teacher Meetings are scheduled 2 times in the academic year and enables discussion on student performance.

The school follows the International Baccalaureate 1 (low) – 7 (high) grade scales.

The mark for achievements reflects the level of academic competence and the mark for Core reflects the level of commitment in the area of research and knowledge.

Academic achievement grades are from 1 to 7 and EE/TOK grades are from A to E.

IB ATTAINMENT OF FINAL GRADES

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

- A. CAS requirements have been met.
- B. The candidate's total points are 24 or more.
- C. There is no "N" awarded for theory of knowledge, the extended essay.
- D. There is no grade E awarded for theory of knowledge and/or the extended essay.
- E. There are no more than two grade 2s awarded (HL or SL).
- F. There are no more than three grade 3s or below awarded (HL or SL).
- G. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

- H. 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).
- I. The candidate has not received a penalty for academic misconduct keeping in line with the academic integrity policy of the school.
- J. Students who do not fulfill the above requirement or decide to be a course student, are awarded a certificate for examinations completed by the IBO

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

PREDICTED GRADES

Grade 12 teachers will submit the PG to the DPC which will aid University application. The PGs are based on semester reports, IAs and subject reports released by IB. Teachers must also exercise professional judgement while evaluating a students performance. Predicted grades are not revealed to students and parents.

PG's may be used

- by universities as an evaluation tool in determining the suitability of an applicant
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade

Absenteeism during exams and missing assessment

- If a student misses term examination because of a serious illness or medical condition, the student may be allowed to sit for the re-exam only on the discretion of the DP coordinator in consent with the COO.
- In case of missing the final IB exams, IB will be notified about the absence and IB follows their policy of missing mark component.
- If a student misses a scheduled task due to illness, he/she must appear for the task the next day he/she is at school. This will be considered as excused absence. A medical note may be required to be submitted to the DP office for records.
- Missing school to attend weddings and other social events will not be acknowledged as excused absence. In this case, the lowest grade 1 will be awarded.

Assessment policy in connection to academic integrity policy

Students will adhere to all requirements of the school's academic integrity policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including IA's in respective subjects, Extended Essay, Theory of Knowledge, and CAS.

Parent Teacher Meetings

Parent Teacher Meetings are scheduled 2 times in the academic year. The main objectives of PTM are as Follows.

1. To work collectively for the holistic development of the student
2. To discuss the student's academic progress.
3. To keep the parents informed about the achievements and areas of concern and discuss the way forward.
4. To aid the development of Cognitive skills of the student
5. To discuss the Social and Emotional skills of the student
6. To discuss the behavioral and academic problems and suggest solutions for the same.
7. To provide coordination among all the three stakeholders viz., Parents, students and teachers.
8. To provide the student with assurance of support irrespective of the intensity and type of problem they are experiencing.

Written Submissions/IA's /Core components

All students are required to submit the assignments in the drop box provided for each subject by 10.15 am on the scheduled day. The deadline sheet is shared with students and parents.

A 24 hours allowance will be given as an extension for non-submission of the assignment by the said date. This will be only granted if there are any special circumstances for missing assignments.

More than 24 hours extension is at the discretion of the DPC

If the draft is not submitted on the deadline date, students will be detained in school for an hour and will be made to complete the draft.

If the final assignment is not submitted on the scheduled date, the draft will be sent to the IB. An email will be sent to parents and students informing them about the same. The draft version is likely to be awarded lower grade.

If a deadline is missed more than once, or in more than one subject, a meeting will be conducted with parents.

ORAL ASSESSMENTS IN GROUP 1, 2 AND TOK

Students missing a scheduled oral assessment due to reasons such as illness, death in the family, the task will be rescheduled.

Students missing the oral assessments due to other reasons will have to appear for the same on the very next day. In case, the student does not appear for the final orals, it will be viewed as a 'missed exam'. Parents are informed by the DPC. This is likely to effect the final grade.

EXTERNAL EXAMINATION:

The diploma/course certificate is awarded by the IB on successful completion of the final exams held at the end of two academic years.

The results will be accessed by students on 6th July from IB website. Individual passwords will be shared with students.

A student can appeal for a remark if they are dissatisfied with the result. Prior consultation with the DPC is needed to discuss the option of remarking. The remarking charges will be borne by parents.

Student may choose to reappear in November exam session in case they want to improve the grades.

RESULTS TO UNIVERSITIES SERVICES:

Students, who wish for a copy of their exam result to be sent to University, should apply for the same via an email request to the DPC. This has to be done before 15 days of the start of the final examination.

Student who do not submit the request on time will need to apply directly to the IB wherein extra charges will be levied by the IB.

PROFESSIONAL DEVELOPMENT FOR EFFECTIVE ASSESSMENT PRACTICES IB TRAINING FOR TEACHERS

All teachers will be trained and will receive training through IB workshops-online or face to face. These workshops will enable teachers to update their assessment practices diligently. Teachers learn invaluable information regarding assessment design and standardization of grading practices, subject knowledge, changes in curriculum, IA's.

COLLABORATION

Collaboration is an ongoing process at the school . Teachers work together during collaboration time and also during scheduled period allotted in the school timetable. Teachers discuss strategies, share ideas, plan curriculum, design authentic assessment tasks, and standardize grading practices during the collaboration time allotted. During this collaborative time, teachers are able to better address the strong and weak areas observed in students work and strategies are developed in line with their observation.

ASSESSMENT POLICY REVIEW CYCLE

The Assessment Policy was created by a committee, which consisted of the Administrator, COO, DP Coordinator and a team of teachers.

The Assessment Policy is shared with students and parents during orientations. It is shared on google drive with teachers.

Every three years, the pedagogical leadership team will review the Assessment Policy. The team will ensure representation from all subject areas. The purpose of the review will be to study the current document to ensure its accuracy toward meeting IB Standards and bring changes that are needed to update the process based on IB's recommendation.

CRITERIA DESCRIPTION - EXAMPLE MATHEMATICS:**GRADE 7**

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of the calculator's functionality when required.

GRADE 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of the calculator's functionality when required.

GRADE 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

GRADE 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

GRADE 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

GRADE 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

GRADE 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

BIBLIOGRAPHY

Standards and Practices document

Source: “Group 5 (mathematics) grade descriptors.” *Diploma Programme Grade descriptors*. IBO, 2017 updated Sept. 2021. Pp 16-17.

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