

# Lancers International School

## Assessment Policy 2020



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# **LIS Vision and Mission**

## **Vision**

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

## **Mission**

The LIS mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

## **LIS Objectives**

1. To develop healthy, sensible, well rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect, among children and adults, is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children evolve together to create a new social awakening.

## **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 organisations 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.

## **IB Learner Profile**

**Inquirer** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** - We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

**Risk-Takers** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

## Rationale

The Assessment Policy of Lancers International School (LIS) is designed to be a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. The assessment processes are effectively linked with learning and teaching, and assessment effectively informs and influences one another.

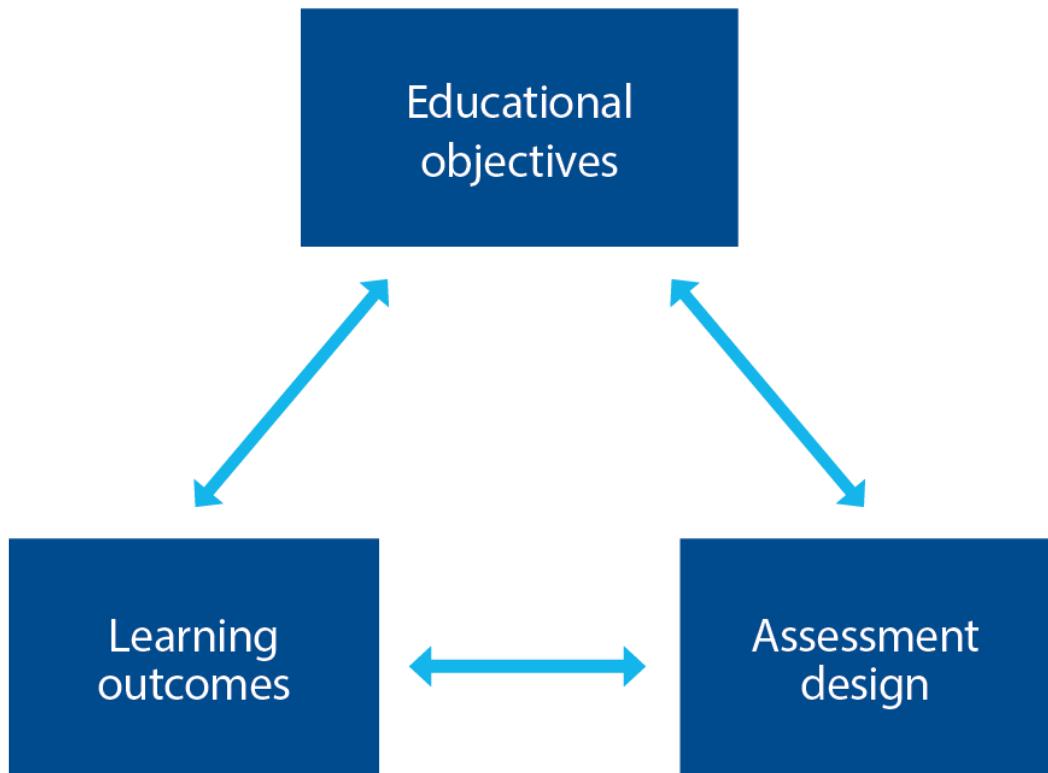
At Lancers International School, we administer ongoing assessments that are co-constructed with the students. Teachers and students use a variety of assessment tools and strategies to collate the most comprehensive picture of student achievement and progress over time.

We all believe at Lancers that we all are completely aligned with the International Baccalaureate (IB) assessment policy.

It includes:

- What is the philosophy of the school in terms of assessment?
- What do we want to assess?
- Who will assess?
- How will we assess?

Assessment is an integral part of the learning process in which students' achievements can be collected and evaluated. The three elements in the below diagram (from Furst's paradigm, 1958, in Frith and Macintosh, 1984) need to be connected for fit-for-purpose assessment.<sup>1</sup>



<sup>1</sup> International Baccalaureate Organization. *Assessment principles and practices—Quality assessments in a digital age*. International Baccalaureate Organization, 2019.

[resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a\\_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en\\_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf](https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf).

## **What is Assessment?**

It is broader than testing and measurement because it includes all possible ways to observe and analyse a student's skills, knowledge and abilities. It is a process that defines the learning achievements and makes decisions based on all the information that has been collected through the various assessment tools and strategies.

### **Philosophy**

At LIS we believe that assessment is an integral part of the teaching and learning process. It is embedded in everyday activities, it is ongoing and provides information about the whole student.

The assessment processes and practices at Lancers International aim to enhance the students learning experience in varied ways as per the learner variability. Both digital and pen-paper assessments are scheduled regularly so as to allow teachers/educators to support and enhance student learning and hence facilitating life-long learning and critical thinking.

LIS believes in continuous improvement of student achievement through self-reflection, feedback and skill acquisition leading the student to become an agentic learner. The school conducts assessment consistently, fairly, inclusively and transparently and the teachers communicate assessment reports and feedback to students, parents and the school community regularly.

### **Purpose**

We believe that the purpose of assessment is:

- To establish previous knowledge and the students' readiness to learn new topics.
- To gain insight into the students' skills and knowledge.
- To promote a culture of continuous learning and growth.
- To focus on the learning process as well as learning outcomes.
- To evaluate the students' understanding of a topic that has been taught in class.
- To identify strengths and weaknesses and set targets for progress.
- To motivate students by actively involving them in reflection and review.
- To enhance a student's holistic development.
- To help teachers sort out the higher-order concepts(bloom taxonomy) from those that

are easily acquired.

- To establish the need and level of differentiation in class.
- To form the basis for dialogue between teachers, students and parents.
- To inform the planning about the assessment.
- To judge the efficacy of the teaching style, material and strategies.
- To provide evidence to evaluate the curriculum, teaching and learning.
- To provide students with opportunities which consolidates their learning.

## **Assessments at LIS**

Assessment at the school is designed to address the essential elements of the PYP, MYP and DP such as the acquisition of knowledge, understanding of concepts, mastering of skills, development of the learner profile attributes and decision to take appropriate action. Assessment practices in the school are developmentally student-centric and promote the holistic development of learning. Assessment could be any way in which students' achievement can be gathered and evaluated.

At the beginning of each learning engagement, teachers assess children's prior knowledge and experiences before embarking on a new learning journey.

Teachers and students continue to build upon what they already know and can do as they progress throughout their journey. The success criterion for each assessment task is a shared responsibility and is managed by both teachers and students.

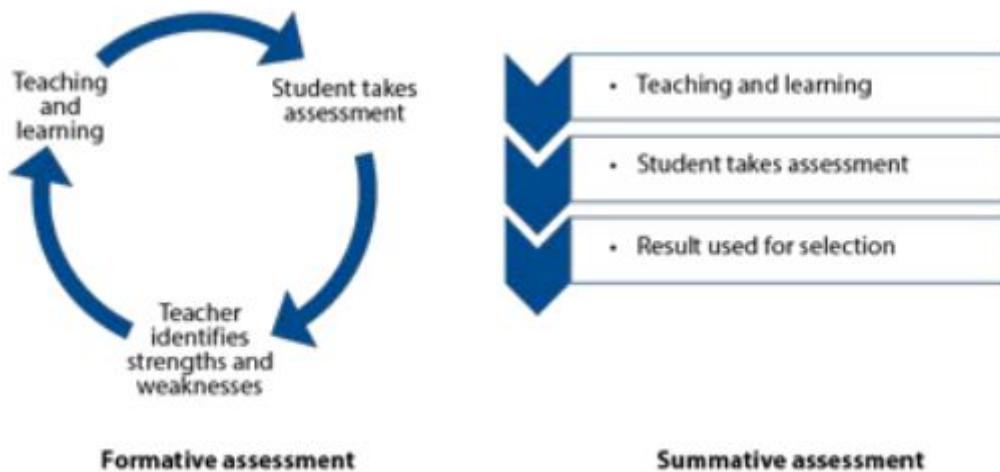
Continuous reflection and alignment towards the written and taught curriculum is an integral part of the assessment in the school. It informs our teaching and learning practices and academic excellence.

Students and teachers at LIS use feedback to improve learning, teaching and assessment. Teacher at Lancers use assessment methods that are varied and fit-for-purpose for the curriculum and clearly indicate learning outcomes and objectives.

The delivery of assessments ensures that they are as seamless as reasonable.

# Assessment Components

Gathering information about the student's assessment for and of learning about the students and as learning and how they acquire knowledge and skills is the most important area of Assessment.



2

## Formative assessment

This is continuous assessment throughout each lesson, and more formally at the end of each topic and subtopic in all subjects. Formative is assessment for learning. The purpose of this assessment is to give continuous feedback to teachers and students enabling the teachers to adjust their teaching strategies according to the strengths and weaknesses of the students and to help the students achieve their potential. It aims at “identifying the learning needs of students and forming part of the learning process itself” as the Diploma Assessment Practices suggest.

A variety of tools allowing direct interaction with the students would be used in order to ensure that all learning styles are addressed equally. These would include oral questioning, written classwork and homework, presentations, quizzes, role-play etc. and activities like matching, sorting and others.

<sup>2</sup> International Baccalaureate Organization. *Assessment principles and practices—Quality assessments in a digital age*. International Baccalaureate Organization, 2019.

[resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a\\_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en\\_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf](https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf).

Formatives assessment are designed keeping guidelines of UDL (Universal Design for Learning)

UDL aims to create inclusive learning opportunities for all learners, including students with special abilities, gifted and talented ones. It takes care of inclusion.

### **Summative assessment**

This can be done at the completion of each unit whereby students will be given a series of summative tasks in order to assess how much they have assimilated from the topic, how has previous learning changed, what connections are students able to make between old and new learning and what are the attributes of the Learner Profile they have developed over the length of the inquiry. This, as also quoted in the IB Diploma Assessment Principles and Practices, provides “information about student achievement, certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum”. It is referred to as assessment of learning.

### **Diagnostic assessment**

Before assigning subjects in all three programmes if required students are provided with these assessment tools towards the well informed decision. These assessments help the teachers to design purposeful lessons and cater to different needs and learning styles.

#### **\*PYP Approaches to Assessment**

*In the PYP, the terminologies used for formative and summative assessments are now ongoing assessments and evidencing learning. However, the concepts remain the same.*

### **Assessment Structure**

Assessment is central to the programmes (PYP, MYP and DP) at Lancers International School. The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

At Lancers International School, we use assessment as a tool to evaluate the depth of the curriculum and the effectiveness of teaching. We make decisions about targeting resources and support to the most pressing priorities and professional development needs.

Assessments are conducted through both Digital (assessprep) and offline tools.e-Assessment exams(MYP) offers more protection against academic misconduct and maladministration.

## **Assessment in the Primary School**

Assessment in the PYP at Lancers International school aims to progress individual learners through play-based inquiry learning. Teachers and students engage in reflective feedback and co-construct assessment strategies as per the intended learning outcome and academic target. Teachers and students are encouraged to use a variety of strategies in consideration of diversity, individual student needs and the school context.

Reflective practices are highly encouraged where students and teachers engage in self and peer assessment practices. Relevant approaches to learning can be explicitly taught to students to engage in authentic assessment practices.

### **Ongoing Assessment**

The PYP at Lancers International School understands that learning is an ongoing process, requires constant and frequent feedback and reflection from members of the learning community. Assessment informs learning and requires continuous measuring, monitoring, evaluating and reporting practices.

Students and teachers understand that data drives decision-making and is required to measure what has been learnt. Students then use this information to monitor their learning, constantly evaluating how their skills and understanding develop. Within these practices, teachers, students and parents report on the learning and inform next steps.

**Process focused assessment/Observation** is a direct means for learning about students, including what they do or do not know and can or cannot do. It is one of the most efficient and informative techniques used to evaluate behaviour in the classroom if done systematically. This information makes it possible for the teacher to plan ways to encourage students' strengths and to work on their weaknesses. Observation is the planned view and analysis of students' behaviours and skills, their work environment, and their interactions with other students, and their teachers. Observations provide an opportunity for teachers to see how students solve problems and to learn what factors may affect their ability to learn, complete work, and interact in a positive way with others.

**Performance assessments** are goal-directed with well-established criteria for measurement. These are designed around challenging problem-solving and authentic situations. Students

are aware that there is no right answer and that there are several ways of arriving at solutions. Students use multiple modes of solving as well as presenting their solutions.

**Selected responses** are those exercises or tasks that we give out to students to gauge their specific understandings of ‘topics’ and ‘concepts’. These are one dimensional, have specific answers often right or wrong. They may be given as multiple choices, rating scales, question and answer formats, spelling and math tests.

**Open-ended tasks-** These are situations where the students are provided stimuli and are asked to respond with original answers. These take the form of writing, drawing or as a solution to a problem.

## **Assessment Tools**

**Rubrics** An established set of criteria for rating students in all areas. The descriptors tell the assessor specific objectives or skills to look for student's work and then how to rate that work on a predetermined scale. Rubrics are developed by students as well as by teachers.

**Exemplars** a concrete sample of examples that serves as a standard of work against which other work can be judged. At LIS teachers are creating benchmarks for each level of work and are identifying exemplars for single subjects and for trans disciplinary work.

**Checklists** usually offer a yes/no format in relation to student demonstration of specific criteria. They simply put forth the documentation of whether a student displays a certain skill, knowledge or behaviour or not. They may be used to record observations of an individual, a group or a whole class. Checklists are helpful in devising ways of conducting an assessment over time and in tracking student progress as well.

**Anecdotal records** are used for the inquiry-based units and for reading. These are based on frequent and regular observations. Teachers use these as tools for reflection on the teaching-learning process and these later assist in giving a direction to the curriculum.

## **Assessments in the Middle and Senior School**

In the middle and senior school (for MYP, IGCSE and DP) the subject teachers give achievement and effort grades at the end of every quarter using Managebac Reports.

The achievement and effort grade in the subject is based on both formative and summative assessments. Summatives could happen in the form of weekly tests, half yearly, Premocks, Mocks and term-end examinations. Timely, detailed and constructive feedback is given after each assessment task. The feedback aims at addressing the ‘gap’ between student attainment and the expected achievement for the student.

Marking of all graded tasks is done against agreed mark schemes or appropriate subject-specific assessment criteria. Wherever possible, students are encouraged to undertake self-assessment and set targets for future achievement. Grades are **not** given to work that has extensive formative feedback, however, students are guided on how to use the feedback to improve the assessment and return for grading. Grades are awarded on demonstrated performance and progress, **not** on potential, attendance or behaviour.

## **Programme Specifications**

### **Cambridge Programme [IGCSE]**

For IGCSE, Marks obtained from the various pieces of work are retained as numbers and contribute towards a total of 100. Several pieces of the student’s assessed work are weighted differently to form the total score of the quarter. The weight given to the different components could vary as per the nature of the subject

The IGCSE students get a final grade at the end of the year for which weightage assigned is 20% of each formatives and 80% of the summatives assessments.

### **Middle Years Programme**

MYP students are assessed using descriptors within grade/phase specific criterion for each subject group. The ‘Best-Fit’ approach is used to determine their achievement (0-8) against command terms within those descriptors. Quarterly grades are reported to parents to show the progress that each student has made rather than a mean score and an end of year final grade (0-7) is determined using IB grade boundaries. ePortfolio subjects and Personal Project

assessment are guided by the assessment calendar/ timeline. The school has implemented e-assessment as per the IB guidelines.

### **Diploma Programme**

The summative assessments (examples: weekly tests, term-end exams or mock exams) will focus more on IB external exam paper criterion. DP grade descriptors and moderated grade boundaries specific to each subject group will be used for reporting student progress at the end of each quarter. The grade obtained by the Diploma and course students reflects their performance in both formative and summative assignments. The schedule for these tests will be available on Managebac. The quarterly report will provide feedback to inform and improve students' learning. The report will also include the progress made in TOK, Extended Essay and CAS by students attempting full diploma.

The formative assessments (examples: open-book tests, objective type tests, presentations, research work, collaborative projects, role plays, orals, performances, homework and other activities within and outside classrooms) focuses more on building skills and learner profile attributes amongst students. Some of these assessments will also focus on integrating TOK and CAS links. Effort grades will be given as per the performance in the formative assessments during the quarter. A pupil who has a '4' for attainment in summative can still achieve an exceeding expectation. Similarly, a high achiever may be awarded only 'Satisfactory' for effort. Comments in the reports and on written work always indicate how a student can improve.

GRADES	DESCRIPTORS
EE	EXCEED EXPECTATION
ME	MEET EXPECTATION
AE	APPROACHING EXPECTATION
NI	NEED IMPROVEMENT

All the assessment marks are accessible to the parents and an accumulative report is shared with the parent at the end of each quarter on Managebac.

### **Predicted Grades - MYP/IGCSE/DP**

Predicted Grades of the students are required by the IB. Teachers teaching Grade 10 and 12 MYP, IGCSE and DP will be required to submit the predicted grades by the third week of March.

The Predicted grades for Grade12 for university application will be released by the first week of October, teachers will submit the same to the DP Coordinator.

The predicted grade should be an accurate representation of students' level of achievement, the same is calculated considering performance in various FA's and SA's and the confidentiality of the same should be kept by all concerned.

# **Assessment Types**

## **Internal/External Assessments - DP**

- Students must abide by the internal school deadline calendar and work proactively. The internal assessment deadlines along with EE and TOK published on Managebac cannot be modified. Late submission will not be accepted.
- In case a student is progressing slowly and the teacher feels that he/she will not be able to meet the internal school deadlines for assessments, the matter should be brought to the notice of the IBDP Coordinator at least one month before in writing and immediate corrective measures should be taken so that the deadlines are not breached.
- If the deadline has not been met due to the negligence on the part of the student, the teacher will call for a meeting with the parent in the presence of the DP coordinator. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the DP Coordinator for the record.
- Formative assessments will be used to develop the necessary skills to support internal assessments.
- The internal standardization and moderation procedure will be followed wherever two or more teachers are teaching the same subject at the same level.

## **Internal and External Examinations**

Under the supervision of the head of school, DP/MYP/ IGCSE coordinators and Examination Department are responsible for organizing both internal and external examinations for Grade 6 to 12, which includes creating timetables and assigning invigilation.

Enrollment for IGCSE, MYP and DP external examinations are made by the HOS together with the DP, MYP and CIE coordinators. Teachers in charge of subject areas supply them with all the necessary data for their subject entries.

The Group leaders are responsible for moderating the marking done by the teachers examining before any marks are entered on Managebac. The internal standardisation procedure will be followed wherever two or more teachers are teaching the same subject at

the same level.

Students should be shown the marked examination papers in a timely manner and teachers should discuss the mark scheme with the class. Papers can then be taken home by students.

### **Conduct of Examinations**

Conduct of the internal examinations will be governed in accordance with the IBO and Cambridge guidelines. The CIE/IB MYP/IBDP Coordinators ensure that these are available to invigilators, who share the responsibility for the smooth and efficient conduct of subject examinations as per the academic honesty guidelines. Students are penalised accordingly for any malpractice.

- It is the responsibility of Coordinators to ensure that all question papers and support materials are received according to the deadlines set for a particular examination period.
- A Cover Sheet has to be completed for every examination.
- All papers are required to be submitted with a marking scheme.
- Before printing the internal question papers, the Head of the respective department checks and approves the question papers.<sup>1</sup> Subject teachers have to check with the Examination Coordinator that their papers have been correctly printed and that the required support material is available
- The Examination Coordinator ensures that after printing, papers should be sealed and kept safely.
- The seal should be opened in the examination room in the presence of the invigilators and students.
- All the invigilators should be given a copy of the CIE/IB conduct of the examinations, which they will carry to the examination hall.
- The sitting arrangements are made according to CIE/IB norms.  
o Strict and ceaseless vigilance is a must.
- It is mandatory for the students to carry only transparent zip lock bags/pencil cases into the examination hall.
- Unless suitable arrangements are made for supervision, no student is allowed to leave before the end of the examination.
- Any suspicious circumstance has to be challenged and investigated. Any material

used for cheating is to be immediately confiscated and immediate action should be taken for malpractice.

- Any student detected or even suspected of cheating or disobeying instructions is liable to have his paper cancelled. A full report of such incidents will be submitted as soon as the exam is over to the respective coordinators.
- In cases where unfair means are suspected students will usually be allowed to complete their papers and the invigilator will deal with the situation in a way that causes minimum disturbance in the exam.
- The answer papers have to be collected by the subject teacher on the same day of the assessment from the exam room. The marking should be according to the mark scheme and assessment criteria specific to each subject.
- External examinations are conducted as per the IBO and CIE guidelines.

### **Missed Assessments**

If a student misses any formative and summative examination due to medical/ personal emergency they will be marked excused as per the school policy. The MYP , IGCSE and DP Coordinator after discussion with the HOS may at his/ her discretion conduct a re-exam provided the reasons for absence are verified.

## **Standardization and moderation**

Different teachers teaching the same subject at the same level correct the assignments/ answer scripts as per the markschemes. After the process of correction the teachers interchange sample scripts of three students of different abilities. This is followed by discussion of the marking scheme and grading pattern, based on which the marks and grades are awarded.

Respective Heads of Departments moderate the assessed papers before showing the corrected work to the students. As a part of the Moderation process of IB assessments, they determine the grade boundaries based on the difficulty level of the papers.

## **Assessment and academic integrity**

Across the three programmes, teachers should ensure that the assignments/work submitted is the original work of the child. Teachers are using *Turnitin* via managebac for all formative assignments throughout the year. Moreover, students are always asked to cite and reference their presentation and any work assigned to them. In case of academic misconduct during any assessments, the procedure as mentioned in the academic honesty policy will be followed.

## **Homework**

Homework is set for all students in all the subjects periodically according to the schedule created at the beginning of each semester.

In the PYP each student is provided with separate consultation time every day to complete any missed task or to resolve any doubt.

The following are kept in mind while setting homework.

Homework is:

- an integral part of the curriculum and is necessary in order to cover the syllabus
- an extension of classwork
- is student-centric and student-paced according to their learning needs.
- of special help to students who are working in a language other than their mother tongue
- appropriate to the age, ability and developmental stage of the individual student
- set on the day allocated in the homework timetable for a particular subject.
- The task is rubric-based and addresses components of Learner profile attributes and helps in implementation of ATL skills.

## **Access and Inclusion:**

LIS believes in equal opportunities for all students. All students are included in the programme and the formative assessments are designed as per the learner variability with the intent to enhance students performance in the summatives

There could be students with a variety of learning support needs. There may be provision for assessment, classroom modification and dispensation during examinations for all such cases depending on need, diagnosis and sanctions by the IB/CIE.

Considering different learning needs and styles the LIS programme in Primary, Middle and Senior School caters to a wide range through scaffolding and differentiation in the classroom. This may be at the level of content, process or product.

Having recognized that students have different abilities and learn in different ways, formal assessments are carried out with the following purpose:

- to place students appropriately in the correct grades and levels
- to ascertain their cognitive and academic functioning
- to determine their levels in terms of language, reading, writing, mathematical skills
- to determine their support requirements
- to plan an effective programme that challenges and extends those students who are identified as being 'gifted'.
- to write to the Examination Board to make concessions and considerations (dispensations) available for students during examinations

## **Students with Assessment access requirements**

The MYP and IBDP have well-established support mechanisms for students in need of learning support, the guidelines are mentioned in detail in the IB publication "Access and inclusion policy". The school's SEN department works closely with the Head of School, Coordinators, HRT's and subject teachers. The department is responsible for ensuring that suitable arrangements for teaching and assessment for students with learning support requirements is effectively implemented. Firstly will be outlined the assessment requirements followed by the inclusion strategies which are implemented strategically in the subject rooms.

There are two procedures in place to cater for special requirements at any time via the MYP/ Diploma year 1 and Diploma year 2 application process, which coordinators are made aware of in the “Programme Standard and Practices”, access requirements that can be authorised by IB Cardiff (using form D1) once the correct procedure has been followed include:

- Modifications to exam papers - Font size, colored paper
- Extensions to deadlines
- Assistance with practical work
- Additional time
- Rest periods
- Information and communication technology
- Amanuenses/scribe and transcription readers
- Readers

These arrangements may be used for both internal and external assessments although the formal request is only required for the external assessments as. Students will not be given dispensations for internal assessments unless it is felt that IB, Cardiff, will accept any formal request for special accommodations .

Decisions on the type of inclusive assessment arrangements to be provided for a student will be based on individual requirements. The student will be made familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the necessary practise with the person acting in this capacity in advance of the examination will be provided.

All requests for inclusive assessment arrangements submitted by the MYP coordinator/ DP Coordinator will be approved by the head of school. Consent from the student and from the candidate's parent(s) or legal guardian will be obtained before proceeding with the application for inclusive arrangements with IB.

The school will make all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support cannot be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The inclusive assessment

arrangements provided for a student will be carefully individualized, planned, evaluated and monitored. They will be based on current, and not past, requirements.

Inclusion is effectively incorporated in the teaching process, following steps, as proposed by SEN department, are followed for special needs student to ensure that assessments are able to achieve the goal of maximizing student learning:

- The SEN team conducts a series of observations/assessments
- a formal report is prepared and shared with the parents, teachers and coordinators
- a working IEP is made and is shared with all the teachers.
- Student centric formative and summative assessments are designed, in a differentiated manner.
- Feedbacks to be shared frequently with all the stakeholders
- Confidentiality to be maintained

In the primary school, the students work within the classroom in different ability groups - a learning support teacher may work with a child with SPLDs ('Specific Learning Difficulties) in the mainstream classroom with targets being set up with the team of professionals that work with him/her outside of school, for example.

In the Middle School students have timetabled support and remedial class. , either in or out of the class depending on need. Across all out the programmes, one Saturday in a month is dedicated to remedial and support classes to work on any missed concepts or to clarify any doubt. dictated for remedial and support classes.to help the student to work on any missed concepts and clearing their doubts.

In the Senior School when students are taking school assessments, they are provided with the recommendations received from the IB.

### **Assessment and inclusion**

Student and Teacher data supports the assessment practices at the school. Although not all learning needs to be measured, data provides an essential component of progressing student learning at Lancers International School.

Data meetings occur regularly, where teachers meet and share the progress of individual students. Data is collected to inform the learning and cater to the different needs of the learners. The teachers at the school believe that data collected from the myriad of assessment tools and strategies inform the best learning design for each student.

In the PYP, teachers of each grade level meet monthly and invest quality time per child to share student data and revisit individual development plans (IDP). Each teacher shows accountability and alignment to the support required to let the student achieve the learning target or goals.

In DP, the mentor-mentee session is done for every learner which assists them to understand the program and to overcome any challenges so that they can set their own goals and can manage their workload efficiently. This session also helps them to utilize their potential and channelize their energy in the right direction.

Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

## **Reporting**

The objective of preparing a report of the assessment is to give formal feedback about the student's progress to the teachers, the student and parents, the Senior Management team and the Board of Directors. The LIS reporting system is designed to give such information on a regular and systematic basis. In addition, teachers are expected to inform parents immediately if there is an urgent concern or a student has performed exceptionally well. In the case of the former, information to parents should outline the issue and suggest a solution. All this ensures transparency of the programme and maintains healthy communication within the school community.

Both formative and summative assessment is done regularly. All assignments, oral work, presentations, projects and periodic tests are graded though not all grades will be reflected individually for reporting. Teachers ensure that they use a mix of these ways of assessing in each assessment period. Instructions to students when given an assignment include the descriptors on which they will be marked.

The grades given in the reports for Grades 6 to 10 relate directly to the grading system for the International General Certificate of Secondary Education.

# **Reporting in the Primary School**

An essential aspect of assessment is the reporting of student progress. Reporting at LIS is done to communicate what the students understand, what they know, how do they know and express their knowledge.

Reporting is shared between parents, teachers and student and takes the following forms:

## **Assessment Record Over Time**

At the beginning of each school year, all homeroom teachers receive progress folders from the previous teacher/grade level for reference. The progress folder is a collection of all subject continuum phases and a record of how the child progressed throughout his/her journey in the PYP.

These progress folders follow the child as he/she moves through the PYP. Teachers are expected to refer to the progress folders every time.

## **Class Subjects Continuum**

Teachers plot the class progress on the subject continuum display. The subject continuum is displayed in every classroom for quick reference by all Teachers and Coordinators whenever necessary.

The purpose of the subject's continuum display is to plot where each child is at the continuum and identify the overall achievement of the class to inform academic targets. The subject's continuum display is not shared to students and parents as it may invite unnecessary comparison.

## **Student Portfolios**

To show evidence of learning, the school maintains a student portfolio. The student portfolio is a collection of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

Both the students and the teachers take responsibility for organizing the student portfolios. The school agrees to:

- Provide assessment samples for all the subjects per unit of inquiry
- Provide formative and summative assessment samples per unit of inquiry
- Document reflection on the essential elements of the programme per unit of inquiry
- Document reflection on the attributes of the learner profile • Document parent, teacher and student reflections throughout the process

The portfolio enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

The student online portfolios are shared to parents in real-time. The student shares the printed portfolio with their parents at the end of each quarter.

### **Note-taking**

As part of collecting data, students are encouraged to take important note of their learning journey. Students maintain different notebooks throughout the year. Examples are reflection notebooks, reading logs, writing journals, additional language notebooks, number practice, UOI field notes, art books, etc. Teachers and parents are invited to reflect upon the student notebooks when possible.

### **Ongoing Conferencing (Feedback and Reflection)**

The success of assessments is based on timely feedback and reflection. Teachers are expected to provide ongoing feedback and reflection to students as often as possible. Parents are also provided timely feedback and reflection each week through daily/weekly updates.

PYP Teachers and the school's Pedagogical Leadership team access assessment information through the school's google drive. Subject leaders and teachers use the assessment data to analyse areas of improvement and enhancement.

Teachers and students are expected to celebrate learning as often as possible.

### **PYP Exhibition**

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrate engagement with the five essential elements of the programme: knowledge, concepts, approaches to learning and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well

as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

In Grade 5 at Lancers International School, there are six units of inquiry and the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the students and teachers.

All exhibitions are student-initiated, designed and collaborative.

**Student-initiated:** Students choose the global issue to explore. They identify what knowledge they will need to acquire, and what skills they will need to develop.

**Student-designed:** Students set their own goals and design the success criteria to achieve them using different tools and strategies. Teachers and mentors help students to document the learning process.

**Collaborative:** Students work collaboratively with peers, teachers and mentors through the process. Students decide at the beginning whether to be a part of a group or they work individually.

Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has a number of key purposes including the following:

- For students to engage in an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate agency and responsibility for their own learning.
- Provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts.

- To provide students with an opportunity to explore different points of view.
- To engage in authentic processes of self-monitoring, documentation and presentation
- Apply their understanding into context and take action through their inquiries
- An authentic assessment of understanding
- Participate in transition into the next programme
- Engage with a wider learning community
- Bring the community together and celebrate the elements of the PYP

As the culminating PYP experience, the exhibition reflects all the major features of the programme. It includes a regular and carefully planned assessment that takes two forms, firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself.

### **PYP Teachers Essential Agreements**

- All teachers are involved in the assessment process.
- All teachers use a variety of strategies and tools to carry out assessments.
- Teachers conduct assessments at various points in their teaching-learning experiences.
- Teachers clearly establish relationships between lines of Inquiry, Central Ideas through appropriate assessment procedures.
- Assessment recording is done with tools agreed upon by all teachers.
- Teachers maintain assessment folders about their students where information pertaining to assessment is readily available.
- Portfolios are maintained for all students and are used as a running record of student work and are passed on from one grade to the next.
- Clear criteria are established for the selection of samples of work for the portfolios.
- Students use reflection books to record their understanding and personal connections as often as possible and no less than two-three times a week.
- Teachers work with students to develop rubrics from time to time for self and peer assessments.
- Teachers establish essential agreements in class with the students regarding self, peer and teacher assessments.
- All teachers establish clear communication channels with the parents to keep them

informed about the PYP and its implementation.

- Parent reporting is done through weekly notes, unit curriculum newsletters, quarterly reports, formative and summative assessments.
- Teachers pull feedback from stakeholders on the school's assessment processes
- Teachers prepare written reports incorporating IB vocabulary and the Lancerian Way.
- Teachers inform and explain the concept of parent conferences through letters, websites and meetings.
- Stakeholders will actively participate in the assessing, recording and reporting practices of the school.
- Single Subject Teachers send quarterly assessment results with photos.
- The first week of the school is also dedicated to literacy and numeracy benchmark assessments (i.e. reading levels, reading comprehension and math skills) and fitness tests.
- Teachers endeavour to present facts without distortion, bias, or personal prejudice.
- Teachers send the newsletter to all the parents at the beginning of each unit which includes an Assessment schedule.
- Teachers provide a written language assessment to the child who they propose to enrol in ESL. The ESL teacher designs this written assessment.

## **Reporting in the Middle and Senior School**

IGCSE, MYP and DP assessments and examinations are criterion based. All boards publish precise and detailed descriptions of the grading requirements for each subject. Teachers are required to study the grade descriptors for their subject and to ensure that the students understand them.

Detailed school reports are issued for both Middle and Senior School at the end of each quarter and parents receive a formal progress report in a pre-scheduled Parent/Teacher meeting as indicated in the semester Calendar. Comprehensive deadlines are given for each stage of the process. All subject teachers are required to calculate the grade based on all the formative and summative assessments of the quarter along with a detailed subject-specific comment which includes both commendation and recommendation. Reports also include students' performance as per ATL and LP. The subject reports are skill-specific and suggest how to improve performance in that particular subject. The subject teacher is responsible for reporting on the performance of the student with regard to his/her subject. All subject assessments aim towards ensuring that student's work conforms to the requirements for the subject and level.

The Home room tutor is responsible for the compilation of reports for his/her class, for ensuring that errors and omissions are corrected and for meeting the deadlines. The Head of School keeps an overall check on standards of accuracy and acceptability and is the final authority of Assessment and Reporting of each student. Reports are computer-based and can be accessed through the Managebac. The reports can be sent to parents either by email or as hard copies on request by the parent. The managebac reports are published under the supervision of school coordinator.

### **Timeline for external and internal components submission**

In DP, Creativity, Activity and Service (CAS) is reported at the end of every quarter using Managebac reports. CAS interviews are conducted , first in August year 1, second in August year 2 and final in March for year 2. Every year LIS organises a Core (TOK, EE and CAS) Exhibition in the month of April. TOK presentations are conducted in August/ September in year 2.

For IB DP year 1(2020-2022) TOK exhibition is scheduled for March/ April every year.

Extended essay is an ongoing process and three mandatory reflections are taken and submitted as per internal calendar shared on managebac by dp coordinator.

MYP Projects (Community Project for Year 3 and Personal Project for Year 5) follow the project cycle and complete the four criteria of their projects in a span of 9 months. MYP Year 5 students present their Personal Project in an exhibition every year in the month of February. Community Project for MYP Year 3 students may be showcased in the form of an exhibition or a Ted Talk in the month of May. Quarterly ManageBac reports reflect the students' progress and supervisors' feedback and suggestions for improvement at particular stages of the project.

# **Conferences**

The conferences at LIS are designed to achieve one or more of the following goals:

- to help students demonstrate evidence of learning
- to teach students the process of reflection and self-evaluation
- to facilitate the development of students' organisational and oral communication skills and to increase their self-confidence
- to encourage students, parents, and teachers to engage in open and honest dialogue
- to encourage students to accept personal responsibility for their learning
- to increase parent understanding of their child's learning through improving attendance at and satisfaction with the reporting process.
- Student-Teacher conferences happen very often and are embedded in teaching and learning. Formal parent conferences occur following the schedule below however, teachers and/or parents arrange to meet whenever necessary outside this schedule.
- First quarter – Three-Way Conference in the Primary School, Parent-Teacher Meeting with a published report in the Middle and Senior School
- Second quarter – Parent-Teacher Meeting in the Primary School without a written report, Parent-Teacher Meeting with a published report in the Middle and Senior School
- Third quarter – Student-Led Conference in the Primary School, Parent-Teacher Meeting with a published report in the Middle and Senior School
- Fourth quarter – Parent-Teacher Meeting with a published report

## **Three-Way Conferences**

Three-way conferencing allows all three parties – student, parents and the teacher to sit together and talk about the student's learning, with the student taking an equal role. Normally this involves some form of a learning journal, portfolio or e-portfolio that shows a range of evidence of learning that the student has selected.

## **Parent-Teacher Conferences**

These are meetings held between parents and teachers to discuss the progress being made by the students. The teachers inform parents about the skills and concepts taught as well as assessed at the time of reporting. Teachers and parents share the teaching-learning experiences and discuss their strengths and weaknesses. Teachers display the work done by the students. These meetings are held 4 times a year, at the end of each quarter.

## **Student-Led Conferences**

Students led conferences are held between students and their parents with teachers facilitating them. As the name suggests, these conferences are planned and led by students informing their parents about their learning. The purpose of these conferences is to allow the students to present their learning and acquisition of skills in front of their parents. The students go over the process of choosing the samples of work that best represented their journey of learning with the help of the teachers. Teachers work with students individually to draw out their reflections and their thinking about their own learning. Students spend time with their class teachers as well as specialist teachers to reflect on their achievements and set their goals for improvement.

## **Written or Published Reports**

A professional and universally understood means of reporting student progress is through written reports, which are a formal document. At LIS, reports are used to inform parents about student achievements and areas of development. The ratings in the reports are based on a continuum and Grade descriptors.

Written reports are seen as a summative record for students, parents and the school itself of a student's progress and are provided to parents at the end of each semester.

Written reports are published using Managebac. All teachers are provided with an opportunity to reflect upon student progress throughout the semester in a form of anecdotal reflections.

Teachers are highly recommended to reflect upon the attributes of the learner profile and the essential elements of the PYP, MYP and DP in the written reports.

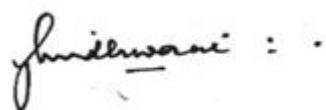
## **Policy Review**

Lancers International School commits to policy review at least once a year, at the beginning of each academic session. Policy is reviewed by the Assessment Policy Steering Committee. The Steering committees have representation from all programs along with the Head of School and Program Coordinators.

First annual review	August 2009
Second annual review	August 2010
Third annual review	August 2011
Fourth annual review	August 2012
Fifth annual review	August 2013
Sixth annual review	August 2014
Seventh annual review	August 2015
Eighth annual review	August 2016
Ninth annual review	August 2017
Tenth annual review	August 2018
Eleventh annual review	August 2019
Twelfth annual review	August 2020
Thirteenth midterm review	December 2020

## **Assessment Policy Steering Committee**

<b>S. No.</b>	<b>Name of the Staff</b>	<b>Designation</b>	<b>Role</b>
1.	Mr Yogesh Sindhwani	Head of School	Facilitator
2.	Ms Annabelle Villamarin	Primary Principal & Coordinator	Contributor
3.	Mr Arpit Sharma	DP Coordinator	Contributor
4.	Ms Lilit Harutyunyan	MYP Coordinator	Contributor
5.	Ms. Anjali Rathi	MYP/DP Teacher	Contributor
6.	Ms Urvashi Nair	PYP Teacher	Contributor
7.	Ms Suchita Pandit	MYP Teacher	Contributor
8.	Ms Atashi Chakraborty	DP Member	Contributor



**Mr Yogesh Kumar Sindhwani**

**Head of School**

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