

ASSESSMENT POLICY

PHILOSOPHY OF ASSESSMENT AT AHLCON PUBLIC SCHOOL

Assessments contribute to the integral parts of the teaching and learning process. We consistently encourage students to strive for their personal best. Our assessment practice is guided by the overall principle of maximizing student's learning.

We believe that assessments help to provide students with appropriate and timely feedback on their learning so that they may reflect better on their learning and encourage them to be enquirers. This instills confidence, knowledge, balance, open-mindedness, makes students reflective, and seekers of excellence, as per their aptitude.

Assessments also assist teachers to use assessment results to plan the curriculum and/or improve on further learning and teaching experiences.

Frequent, regular and continuous assessment is fundamental to all teaching and learning.

Assessments are treated as being complementary to the learning outcomes at AHLCON PUBLIC school. The major objective of assessments is evaluation, information, correction and reinforcement of concepts.

At Ahlcon, we believe that assessments satisfy the following purposes

- To assess the level of previous knowledge of student and the students' readiness to learn new topics. This is also used to assess the students' level of comprehension of English, the language of instruction at the school.
- To focus on the process of teaching as well as learning outcomes keeping in mind the approaches to teaching and the approaches to learning so as to ensure that teaching is learning is always impactful.
- To evaluate the student's level of understanding of the subject topics
- To evaluate the strengths and weaknesses and deduce which targets need to be set and achieved for effective learning.
- Reflection is an integral part of learning and assessments motivate students to involve actively in reflection and review.

- To identify if any student has any special needs or require any individualized attention.
- Assessments assist teachers in filtering out and segregating concepts that are easily acquired from those that may require a higher order. This helps to establish the need and level of differentiation in class
- Assessments help to form a basis of dialogue between teachers, students and parents for maximum learning outcomes.
- To inform planning
- To judge the efficacy of the teaching style, material and strategies and whether these approaches need refinement.

WAYS OF ASSESSMENT

Fair and diversified assessment is needed to support curricular goals and to encourage student learning. Therefore, Assessment instruments at AHLCON PUBLIC school include but are not limited to formative assessments and summative assessments. The two are bifurcated below

Formative Assessments

These assessments are regular and ongoing. The results from these assessments are used to gauge the impact of the instructional methods and to make amends as necessary.

Formative assessments are a continuous assessment throughout each lesson. The main purpose of formative assessments is to give continuous feedback to teachers and students so as to enable teachers to adjust their teaching strategies according to the feedback gained from these assessments. Assessment of students' strengths and weaknesses helps ensure that all learning styles are addressed equally. Formative assessments are continuous.

Formative assessments encompass:

- Diagnostic assessments performed at the start of each unit to assess what students know and to eliminate assumptions. (assessed at the beginning of term)
- Self and peer assessment (assessed quarterly)
- Quizzes (assessed monthly)
- Worksheets (assessed monthly)
- Individual presentations and group presentations (assessed quarterly)
- Teacher's observations (conducted in real time)

- Student led conferences (conducted annually)
- Multimedia presentations
- Oral interaction with peers and teachers
- Internships and work placement (annually)

The frequency of Formative assessment is dependent on the teacher

Summative Assessments

Summative assessments are used to assess the standard reached by the student at a certain milestone. These assessments are employed to assess and define the students' individual levels / tiers and to help generate reports that will further assist teachers in delivering curriculum appropriately. It also helps teachers assess whether their targets have been met.

Summative assessments encompass:

- End of unit tests
- Examinations
- Internal assessment
- Coursework for external examinations
- CRS modules and their dedicated assessments

Assessment Tools

- Teachers are expected to use a concrete set of samples and examples that serve as a standard for judging quality of work submitted by student.
- Teachers are expected to create a checklist in relation to specific criteria that is expected to be demonstrated by the student. These checklists may be used to document the progress of an individual, a group of students or for the whole class.

IBCP ASSESSMENT, EXAMS AND AWARD CRITERIA

The IB Career-related programme assesses students both internally by the school as well as externally by the International Baccalaureate in the following manner.

- Written examinations are held at the end of each DP course. These are assessed and graded by external IB examiners in accordance to rigorous international standards. The marks are awarded for each individual course ranging from 1 (lowest) to 7 (highest).
- Student must achieve a grade 3 or higher in at least two of the DP courses registered for the IBCP in order to get the award of the CP
- Every student is expected to complete the four CORE elements of the IBCP inclusive of the **reflective project** (assessed by school but graded by IB. Student must achieve at least grade D), **service learning, personal and professional skills and language development** (assessed by school)
- CRS modules must be completed and assessed internally as well as externally by the CRS provider.
- The student must NOT have received any penalty for academic misconduct.

Grading system for the career-related study

The career related study constitutes of 720 hours of guided learning hours.

Each separate module constitutes of individual assessment criteria (that is assessed both internally by school as well as externally by WACP, an accredited CRS service provider) as well as a capstone project.

Assessment of the Career Related Study modules is bifurcated into two sub sections

1. Continuous internal assessment
2. External assessment

The following Career Related Studies are offered at AHLCON PUBLIC school

- Sports management
- Events management
- Business administration

Assessment of the Career-related study is conducted by the school and moderated by the CRS provider. Examinations for the CRS are held bi-annually just before the DP exams.

The assessment results of the CRS modules will be shared with students and parents over e-mail.

Grading system for Diploma courses

IBCP students are required to study a minimum of **two DP courses** as part of their CP studies. In order to qualify for the IBCP diploma, the student must achieve at least a grade 3 in his/ her chosen higher level or standard level DP subjects.

Courses can be chosen from any group of the DP. It is possible to study more than one course from the same group and these can be studied at standard level (SL) or higher level (HL) in any combination. However, some stipulations do apply such as the following

- Students cannot be registered for the same subject twice, regardless of whether it is higher level (HL) or standard level (SL)
- Student cannot opt for the same language for literature, language and literature, language B, language ab initio and/or literature and performance (for example, Spanish A: literature and Spanish B)
- Student cannot choose both literature and performance and theatre
- Student cannot be registered for any two of mathematics HL, mathematics SL and mathematical studies SL
- Student cannot register for any pilot subject
- Student cannot be registered for two SL subjects to be completed each in one year (only one DP subject at SL can be completed in the first year of the CP; any other SL subject must be completed over two years); further SL subjects can be completed in the first year as “additional subjects” but these will not contribute to the award of the CP.
- Student cannot be registered for any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject cannot be completed in the first year to contribute to the award of the CP.
- Students cannot enroll for any of the DP core components: creativity, action, service (CAS); theory of knowledge (TOK); or the extended essay.

As a general, students should be encouraged to study DP courses that are relevant to their chosen field of their career-related study.

As per the IB guidelines, following are the systems in place to assess students' work for teachers' records as well as for the report to parents. The DP courses are assessed by IB in accordance to IB guidelines

IB follows a 7-point grade system (wherein 7 is the highest and 1 is the lowest). The table below allows for general descriptors to the assessment task with specific details where necessary. The written examinations in the diploma courses are assessed by external IB examiners on the following parameters.

Achievement Grade	Descriptor
Grade 7 (excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6 (Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
Grade 4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

Grade 3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum passing grade.
Grade 2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 1 (Very poor)	Minimal achievement in terms of the objectives

(ref: International baccalaureate diploma programme – a guide to assessment. International Baccalaureate Organization, 2014.)

Kindly refer to the IBDP Assessment Policy document for detailed information in regards to assessment in the DP courses.

Grading system for IBCP core

Teachers are encouraged to constantly update themselves and strengthen their proficiencies towards developing their own assessment criterion for all core components (except the reflective project) and vary their criterion bases on the context of the assessment, the students and the course.

The approaches to assessment should vary and be constantly updated to ensure that students are explicitly aware of the expectation of outcomes. Students need to know that the measurement of their achievement is valid, reliable, consistent, authentic and fair.

The delivery of the components of the IBCP core should be designed in a way that takes into account the needs, interests and backgrounds of the students.

When it comes to assessment, teachers are encouraged to develop their own assessment criteria after collaborative deliberation for all core components (except the reflective project). Schools then report to the IB whether a student has satisfactorily completed the requirements of the core. The grade awarded for the reflective project is reported to the IB via the IBIS.

1. **Assessment of the reflective project:** The reflective project constitutes of 50 hours of the student's CP course. The reflective project focuses on an ethical dilemma or an issue directly linked to the student's career-related study. Assessment of the reflective project is conducted by the school. IB then selects a sample for the school to send to an external moderator for confirmation of the school's marks. At the end of the reflection project, students must submit either a 3000 word essay or a combination of a 1500-2000 word essay accompanied by an additional format including film, oral presentation, interview, play or display. The permitted additional formats are:
 - A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
 - A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their reflective project. They can choose to submit a written script instead (700 words).
 - An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
 - A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).

- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate particular ideas.

(ref: reflective project guide, IB resource centre, 2016)

2. **Assessment of the language development core**

the assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. This is not assessed by the IB but may be subject to sample review during CP evaluation. Progress of language development is assessed based on the progress of the language portfolio or via the aid of online apps such as Duolingo that automatically track progress.

Language development runs concurrently with the other elements of the CP core.

- ## 3. **Assessment of the personal and professional skills** : personal and professional skills constitutes of 90 hours of the IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. Every PPS course is unique to the school and created by the school in the local context including but not limited to social and communication skills, self-management skills, thinking skills, research etc. students are expected to showcase these skills in all endeavours and at all times. The assessment of this is interconnected with the whole IB career related programme as a unit. Teachers may use interactive ways to assess grasp of this component as well as focus on problem areas. Formative assessment techniques are encouraged for the assessment of the personal and professional skills.

4. **Assessment of the service learning core:** service learning constitutes of 50 hours of the student's CP core dedicated to authentic real-life service learning projects. Students are expected to complete and document these hours in the following stages and document their experiences in the service learning portfolio
- investigation: students are expected to analyse a selected issue and identify a need in the community
 - preparation: students spend time acquiring knowledge to help them understand the real needs of the community and coming up with a plan.
 - action: students move according to the plan of action created either through direct service, indirect service, advocacy or research or a combination of a number of service types.
 - reflection: students reflect keeping in mind personal, local and global contexts. Continuous reflection is necessary to help take informed action and decide on next steps.
 - demonstration: students should be explicit in the how, what and why of their learning and this must be documented simultaneously and build on the service learning portfolio.

(ref: thinkib.net, career-related programme for the IB by Rebecca Pickard, November 2021)

Predicted grades

The IBO requires predicted grades of students in their 12th grade. These are also crucial for university applications. Predicted grades must be submitted to the IBCP coordinator.

It must be noted that the predicted grades should be an accurate representation of the student's final grade as far as possible and should be confidential. Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in DP Grade descriptors (December 2017).

(ref: Career-related Programme Assessment procedures 2022, C3.3 Internal assessment and predicted grades, IBO resource centre)

STANDARDIZATION AND MODERATION OF INTERNAL ASSESSMENT

Teachers collaboratively discuss and reach a consensus on the school's policy on moderation during departmental meetings. Teachers utilize a variety of quality checks and processes to ensure that grades awarded to candidates across all subjects and components are reliable, fair and correct.

Reliability means that the marks should be consistent should the assessment be repeated on different occasions and marked by different examiners. Hence, strict standards in marking must be maintained.

Teachers and examiners work collaboratively to set the standard of marking the assessment. All examiners are required to adhere to this standard in their own marking. The standards for this are set collaboratively with combined deliberation from teachers, heads of department and examiners.

When internal assessments are conducted, a sample of internally assessed coursework will be required for moderation—the process of validating IA marks and applying a moderation factor (if required). Moderation allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard. Within a school, all teachers of a subject must standardize their marking so they are consistent with each other.

Teachers are encouraged to write comments on all candidates' work submitted for IA to indicate how marks have been allocated. These comments are very helpful to the examiners who moderate this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation

(REF: Career-related Programme Assessment procedures 2022, IBO resource centre)

CANDIDATES WITH ADVERSE CIRCUMSTANCES

Unforeseen or adverse circumstances are events beyond the control of the candidate that may prove detrimental to his/her performance. These may include for example temporary illness, temporary injury, severe stress, exceptionally difficult family circumstances, bereavement or any other circumstances that may threaten the health or safety of the candidate.

Events such as civil unrest or natural disasters that may affect the whole school community are also given consideration.

In the event of such a situation pertaining to an adverse circumstance, it will be required to submit a 'candidate with adverse circumstance' form to the IB assessment centre. Depending on the circumstance, the form must accompany and be supported by a medical documentation where appropriate. The form can be submitted at any point during the course of study, but must arrive at the IB Assessment Centre no more than 10 days after the candidate's final examination.

A candidate is temporarily too unwell to take the examination(s)

If a candidate is too unwell to take an examination according to the schedule, the coordinator is able to request emergency rescheduling to the following day. All emergency rescheduling regulations must be adhered to; unauthorized rescheduling will result in the candidate's mark for the examination being inadmissible.

A candidate is unwell or injured and is in hospital/at home

If appropriate to the circumstances, and at the discretion of the coordinator, an examination can be administered to a candidate in an alternative location (for example, at home or in the hospital environment). The school must allocate an invigilator and all regulations regarding administering examinations must be observed. Parents, guardians and family members cannot act as an invigilator.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB.

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

A candidate has been injured or is unwell, but is able to attempt the examination

If a candidate is able to attempt an examination, rest breaks can be given at the discretion of the coordinator. The examination can also be administered in a separate room. Report the circumstances to the IB.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
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There is a power failure at the school

In the event of a power failure, if there is not enough light to continue, the examination should be stopped.

If the failure is likely to be short term, candidates should remain at their seats, without communicating and under supervision, until the examination can resume. The full time should be given for the examination.

If the failure is likely to be longer term, or for an indeterminate time, the examination should be suspended.

If the examination has begun (candidates have seen the content of the paper) and candidates are not able to resume, collect the candidates' scripts and submit them for assessment as usual. Email a full report to the IB as soon as possible afterwards.

If the examination has not begun (candidates have not yet seen the content of the paper) and candidates are not able to return to complete the examination, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.

The examination room has been evacuated because of a fire alarm, bomb threat or natural disaster

If the examination room has to be evacuated, for example, in the case of a fire alarm, bomb threat or natural disaster, follow this procedure.

- Instruct the candidates not to communicate with each other and then ask them to turn their scripts over so they cannot be read. Record the time when the examination was stopped.
- Evacuate the room and remind the candidates not to communicate with each other.

If candidates are able to return to the examination room to complete the examination, record the time when the examination restarted and allow the full remaining time.

If candidates cannot return to the original examination location, and an alternative venue is available, the coordinator may take the examination materials to the alternative venue and continue the examination. Candidates must be instructed not to communicate with each other during this time.

If arranging an alternative venue or returning to the original examination room is not possible, the examination should be suspended.

- If the examination has begun (candidates have seen the content of the paper) and candidates are not able to return after the evacuation to complete the examination, collect the candidates' scripts and submit for assessment as usual. Email a full report to the IB as soon as possible afterwards.
- If the examination has not begun (candidates have not yet seen the content of the paper) and candidates are not able to return after the evacuation, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.

The weather is extremely bad and candidates cannot get to the school or the school has been closed

An emergency situation, such as extreme weather conditions, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

There has been an earthquake or natural disaster and candidates cannot get to the school or the school has been closed

An emergency situation, such as a natural disaster, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

There is civil unrest and it is dangerous for candidates to travel to school or the school has been closed

An emergency situation, such as civil unrest, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of

the examination is maintained and submit a full report to the IB as soon as possible.

(ref: Career-related Programme Assessment procedures, IB resource centre, 2022)

CONDUCT OF EXAMINATIONS

The conduct of the examinations will be in accordance with the IBO guidelines. Malpractices at the time of examination will have severe repercussions as listed in the academic honesty policy.

The IBCP coordinator ensures that invigilators are well aware of their responsibilities for the smooth and efficient conduct of subject examinations.

The following protocols must be strictly adhered at the time of subject examinations

- The IBCP coordinator ensures that all question papers and support materials have been received according to deadlines.
- The IBCP coordinator ensures that the examination papers have been stored in a safe place with limited access and that no tampering has been done. The seal is only opened in the examination room in the presence of the invigilators and students.
- A cover sheet needs to be completed for each examination.
- It is the responsibility of the subject teachers to recheck that all papers have been printed correctly and that the required support material is available.
- All invigilators are equipped with a copy of the IB conduct for examinations which they carry to the examination hall.
- Any misconduct will be challenged, investigated and dealt with severely. Any material suspected of being used for cheating will be immediately confiscated and an immediate action will be taken for malpractice.

PROTOCOL FOR MISSED ASSESSMENTS

In the unfortunate event that the student is unable to sit for an examination or submit an assignment due to adverse circumstances, then the IBCP coordinator and HOS may at his/her discretion post deliberation conduct a re-examination for the student provided that the reasons for absence are verified.

ASSESSMENTS AND ACADEMIC HONESTY

Students with the guidance of their teachers must ensure that they submit original pieces of work. In case of any misconduct or malpractice, the protocol as per the academic honesty policy will be followed.

RESULTS OF ASSESSMENT

Summative assessment results will be shared with students and parents/guardians at the end of assessment period. The outcomes of the same will be discussed in the annual parent-teacher meeting.

Formative assessment results may be shared with students where applicable but are mainly to gauge progress of learning and teaching outcomes and the results of which are mainly used by heads of department and subject teachers to refine teaching methodologies.

Parents/ guardians are updated about student progress via email where necessary. Results of termly reports are also shared with parents over email.

POLICY REVIEW

The process of assessment is a continuous cycle. The improvements and modifications to the particulars of assessment are determined by the outcomes of the predecessor of the assessment method. Previous assessments pave the path for improvement to new assessment methods and is discussed collaboratively with teachers, parents, heads of school and board of directors in an annual review.

However, teachers and examiners review the policy quarterly and suggest changes and additions as necessary. Collaborative planning and reflection is

necessary to incorporate suggestions based on students learning needs and styles.

AIU ACCREDITATION

The IBCP certification has been recognized by accredited by the AIU association of India. For the purpose of application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

STUDENTS WITH SPECIAL NEEDS

In accordance with the school inclusion and special needs policy, the HOS, IBCP coordinator with the assistance and input of the subject teachers and school counsellors are responsible for making adequate arrangements for the teaching and assessment of students who may require additional learning support.

The following protocol is followed in such cases

1. The teacher / counsellor makes a referral for special needs after certain observations
2. The inclusive education department conducts a series of observations to assess needs.
3. A formal report is made ready with valid recommendations. This is also shared with HOS and parents/ guardians.
4. An action plan is formulated to best help the student.
5. Frequent reviews are conducted to assess progress and/or further requirements

AHLCON PUBLIC School is only equipped to cater to mild/ moderate cases of special needs.

POLICY REVIEW

With collaborative effort from the school pedagogical team, teachers, head of school, core supervisors and the IBCP coordinator, the policy is subject to review annually.

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