Assessment Policy

Scottish High International School Gurgaon

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Philosophy of Assessment at SHIS:

Assessment Policy of Scottish High International School was formulated after a detailed research into various philosophies and schools of thought. An extensive and exhaustive process of deliberations, research, feedbacks and compilation of methodologies were taken recourse of. This exercise included the CMT, the Teachers, the Parents, the representatives of the Department of Education, the representatives of the Community and experts from the field of Educational Pedagogies at various levels - child counsellors, teenage counsellors.

Assessment is the major yardstick or tool to achieve the objectives of learning and teaching. Just like education it is dynamic. Some parameters have and will always remain same but their interpretation and nuances will keep on evolving and give it a more comprehensive look over a period of time.

At SHIS the assessment practices are specific, reflective and ever evolving and are criteria-referenced. They not only reflect the achievement of the learner but also aid in highlighting the areas of improvement. Ultimately, it is taken as a tool for all the stakeholders to interact and deliberate to ascertain that the learner moves in a direction which would make her / him more confident, knowledgeable, balanced, open-minded, reflective, and a seeker of excellence, as per the learner's taste and aptitude.

The various parameters and techniques of assessment are aimed at encouraging comprehension of concepts, acquisition of skills, and expression of knowledge and creativity. With varied learning needs of the students and the requirements of various curricula being offered at SHIS the school assessment policy is a very detailed document which is in line with the IB Assessment Policy.

Objectives of Assessment Policy:

Assessment, as already stated, is complementary to the learning outcomes, curricular demands and student capability centric. In a way the major objective of assessment is evaluation, information, correction and reinforcement of concept, content and context.

The assessment practices at SHIS across the age groups will lead to the realisation of the following objectives:
- Integration of planning, teaching and learning;
- Clarity, of systems and practices, to the stakeholders – teachers, learners and parents;
- Balance in internal (formative) and external (summative) assessments;
- Peer and self-assessment and reflection;
- Pre assessment – ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment;
- Feedback and reporting to stakeholders ensures correction and betterment;
- Analysis - individual student's needs;
- Effectiveness - curriculum and teaching methodology;
- National requirements – societal needs and a seamless transfer to other curricular (school and university) if and when required.
- International requirements– preparation for higher centres of learning across the shores;
- Acquisition of IB Learner Profiles;
- Evolution of the learner as a global citizen;

Review and Monitoring of SHIS Assessment Policy:

A comprehensive team including the Core Management, Teachers and Parent Representatives, are a part of the monitoring and reviewing of the assessment policy of SHIS.

Generally the assessment policy of the School is reviewed on a yearly basis and deletions or corrections are made. This is duly informed to the all the stakeholders through the school website, the school brochure and e-mails, if and when required. Inputs, if any, are taken into consideration and incorporated before the final implementation.

The Policy has been last reviewed and updated in September, 2014. The next review is slated for February, 2015.

Links with other Policies:

The Assessment Policy works in tandem with the Admission Policy, Language Policy, the Academic Honesty Policy, SEN Policy and the Promotion Policy of SHIS.

- The Admission Policy – irrespective of the child's age group, an element of assessment is in place when the learner seeks admission to SHIS. The informal assessment takes place through a personal interaction, and a formal assessment is conducted through a written examination, from Grade I. In the written examination the emphasis is laid on assessing the competence in the three R's of education (reading, writing and arithmetic) and on sciences, if required. With this the School Management is able to ascertain the capability and the attitude of the learner as well as the cultural and academic background of the student. This helps in devising appropriate interventions if and when required for the smooth integration of the child in the academic environment of SHIS, as also the child's growth and progress, academically. Let it be clearly understood that this assessment does not result in a refusal to admission.

- Language Policy – As a result of assessments at various stages of education a feedback is prepared for the three stakeholders i.e. the student, the parent and the teacher. This aids in devising strategies for future learning. The major emphasis is laid on the language acquisition skills since it is a major aspect of interaction and learning. If the child has problems in language acquisition it more or less reflects upon the child's academic and emotional growth. It is an endeavour of the School academic fraternity to see that the assessment tools are so designed that there is no scope for a bias. On the contrary, it works towards equipping the teacher and the student with solutions, at the right time. This is mainly possible due to an elaborate formative assessment schedule.

- Academic Honesty Policy – Academic Honesty is a major benchmark to measure the level of achievement of the objectives of assessment. Every teacher takes care that from the very onset of the academic session the student is informed and groomed to inculcate the policy of academic honesty with special emphasis on assessment tools. As already stated there is an elaborate formative assessment platform wherein the student is exposed to multi-faceted activities and assignments. It is imperative that the learner is aware and implements the concepts of academic honesty by citing and acknowledging the sources referred to or wherever help has been sought. These

reflections build a spirit of thankfulness and the value of academic integrity. During the classroom interactions the teachers make it a point to appreciate the students' efforts of acknowledging the sources that have been referred to for the mere purpose of research. This in turn motivates the learner to persist with this value. While devising and designing the assignments the teachers take care of the capability and the feasibility of creative thinking and the scope of student's sincere personal effort. The gradual grooming of the learner results in an academically honest effort by the student during summative assessments too. Even during the summative assessments it is ascertained that the student is duly rewarded for acknowledging the references through quotes and are duly penalised for missing out on acknowledgements due. Sufficient care is taken that the students' reflections during the summative assessments are devoid of collusion or fabrication.

- SEN Policy – For the students with the Special Education Needs the school has a team of qualified and compassionate medical practitioners and Teachers. The infrastructure is designed accordingly. The assessment policy has been laid out in consonance with the suggestions and international practices. Since these SEN students are integrated with the main stream students the teachers are trained and advised from time to time to design the formative and summative assessments in a way that aids learning, risk taking, and a sense of inquiry and reflection in these students too. As a result of our ever evolving integrated Assessment Policy we have observed that the SEN students have shown appreciable achievements and growth academically, socially and emotionally.

- Promotion Policy – The assessment policy of SHIS has very little to do with the Promotion Policy. We have rarely come across a situation where in a student has been detained or asked to seek admission to some other school because of her / his poor performance in the examinations. This has been possible due to the design of our assessment systems and the efforts put in by the teaching fraternity at SHIS. For the students who due to some or the other reasons are unsuccessful at meeting the stipulated criteria of a graded result, a separate evaluation is conducted during the break that precedes the new academic session. This practice has yielded us appreciable dividends and it has been observed that these students achieve better grades during the academic programme that follows this re-assessment.

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Subjects and Assessment:

At SHIS the academic programme is broken up into PYP, Middle School, National Curriculum – ICSE (Grade IX and X) / ISC (Grade XI and XII) and International Curriculum – IGCSE (Grade IX and X) and IBDP (year 11 and year 12).

Depending upon the requirement of the curriculum we offer a three language formula from Grade IV to Grade VIII along with Sciences, Social Studies and Mathematics; wherein English is necessarily the first language, Hindi the second language and a choice of one language from Sanskrit, French, Spanish, and German.

At secondary and senior secondary level we offer two languages – English as a compulsory first language and a choice of one of the following as the second language - Hindi, Spanish, and French along with choices in Sciences, Management Studies, Mathematics and Humanities.

Each subject or stream has its own assessment demands depending upon the learning objectives or outcomes.

For Languages the assessment is aimed at ascertaining the acquisition of reading, listening, writing and speaking skills.

In Mathematics the assessments are aimed at appreciating the analytical and language skills of the learner.

In Sciences the emphasis is laid on thinking, investigating, experimentation and recording.

Students of Managerial Studies are assessed on their investigative, analytical, reflective, applications, planning and the decision making capabilities.

In Humanities the emphasis is more on memory, research, comprehension, recording and reflections.

Assessments:

Formative Assessment:

As already stated, the demands for various subjects are varied which results in different kinds of formative assessments designed by the respective departments and the teachers. In languages the formative assessments range from debates, speeches, talks, extempore, to creative writing, power point presentations, quizzes, role plays, dramatizations, etc. The teachers of mathematics assess the students through flash cards, mathematical quizzes, number games, puzzles, expenditure recordings, abacus, real life measurement activities, graph plotting, etc. The students of science are assessed formatively through projects, experiments in the laboratories as well as in the fields, quizzes, power point presentations, model making – static and working, etc. In the sphere of managerial studies formative assessments happen through discussions, debates, presentations, case studies, talk shows, etc. The students of humanities are assessed through quizzes, role plays, models, field trips, MUNs, symposiums, short projects, speeches, etc. It has to be remembered that formative assessments are to a great extent impromptu, based on unrestricted creativity and expression and are more or less internal investigations. Some common formative assessments across the streams are class tests, worksheets, short written assignments and presentations.

Summative Assessment:

Summative assessments by the very nature are highly controlled and conditional. They are, to a great extent, external examination oriented and have very limited freedom since they are more or less designed on the pattern of examination conducted by the certificate / diploma awarding educational body.

At SHIS the summative assessment happen in the form of two well documented and recorded unit cycles and two terminal examinations (half yearly and final).

For the students who are writing the two year term-ending examination (ICSE, ISC, IGCSE and IBDP) are specifically exposed to two preliminary or mock examinations to prepare them for the final certificate / diploma exam.

Assessment Practices at SHIS:

Primary Years Programme:

Assessment is essential to all teaching and learning, wherein, timely, direct, specific and contextualized feedback is designed to improve student learning. Assessment is anchored in authentic tasks encouraging the process of understanding concepts, mastering skills, acquiring knowledge and developing attitudes. It provides students and teachers with feedback to revise performance and step forward in learning and teaching. Assessment in SHIS allows the school to monitor effectiveness of the PYP programme and provides direction for teachers, learners, parents, administration and overall school development. Reflection is a vital process and indicates understanding overtime. In addition to assessment by the teacher, we actively involve students in assessing their own progress through continuous self-reflection.

ASSESSMENT PRACTICES

Pre-Assessment
- All teachers will assess students' prior knowledge and experience before embarking on new learning experiences in an appropriate way.
- The assessment of prior knowledge will be used as a base to design further engagements.

Formative Assessment
- Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.
- The effectiveness of assessment will be evaluated and this feedback will be used to inform and improve on students learning.

Summative Assessment
- Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways.
- In SHIS the Summative assessments may take a variety of formats like posters, brochures, demonstrations, essays, presentations, role-plays, projects, etc.

Attitudes Assessment
Attitudes are explicitly taught and emphasized. Student reflections and teacher observations are documented. These records show the development and demonstration of the targeted attitudes over time, for both spontaneous and planned activities.

IB Learner Profile
The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers use informal observations to give feedback to students, but actual assessment is only done as student self-assessment. The students reflect on their development in formal and informal ways throughout the term. This reflection will vary according to age groups and language abilities.

The Five Essential Elements

The focus of assessment is to help students develop the five essential elements of PYP: the understanding of **concepts,** the acquisition of **knowledge**, the mastering of **skills,** the development of **attitudes** and the decision to take **action.** Students, parents and staff have a clear understanding of what is being assessed, the criteria for success and the method by which the assessment is made. Active involvement of both students and teachers results in meaningful and accurate assessment.

Strategies used for Assessment

- Observations Records – Individual behavior, creative writing, study and listening skills, checklists on student profile and attitudes, student action and activities, expression and talk.
- Selected responses- Response to single and one dimensional exercise in the form of quiz, summative assessments, time lines, solo performances, oral presentations etc.
- Open ended tasks- Response to stimulus is various forms like writing, talking, drawing, enacting, poems, songs etc.
- Performance based tasks – Role plays, presentations, demonstrations, research work, response challenge, art and illustrations.
- Processed based tasks- Collecting, organizing, representing and interpreting, projects etc

Tools used for assessment

- Task Specific Rubrics
- Checklists
- Exemplars
- Anecdotal records
- Continuums

Students' Growth Portfolio

The growth portfolio is an ongoing collaborative reflection between the student, teacher and parents, enabling each to become a partner in the learning process. The collection of work samples in a portfolio show the areas of learning that have been covered and how they have developed during that period of time. The portfolios are used during PTMs, Student led conferences and Gallery walks, for which the parents are invited to celebrate, appreciate and understand their child's learning and the learning processes used.

Work in the student portfolios are to be annotated with reflection indicating w h a t the work shows, the reason for inclusion, and the date it was done.

- All students maintain portfolio
- The Portfolio is a dynamic tool that is developed over the academic year encouraging habits of self-management, self-reflection and goal setting.
- It contains examples of how the five essential elements of PYP are taught and assessed.
- It is used for parent conferences and student led conferences, and is respected as the student's property.
- It is sent home at the end of the academic term.

Ongoing Student Files

Ongoing files show student progress over time in different learning areas. These files are to be kept in the classroom by the teacher and handed to the teacher of the next grade, at the end of the year, and are considered the property of the school. In pre-primary and primary sections

the ongoing files are kept by the homeroom teachers. All entries, student work and teacher task instructions and checklists must be dated. At the end of the year some samples of the Growth portfolio are included in the file which is passed on to the next teacher. The Ongoing file is presented to the students to be taken home at the end of grade five.

Reporting In PYP

Reporting is a process by which assessment information is communicated to students, parents and teachers. Reporting provides information about what students know and can do, along with recommendations for their future learning. The primary purpose of reporting is to improve student learning. At Scottish High we believe that good communication between teachers, students and their parents play an important part in improving student learning and growth. Throughout the academic year parents get a number of scheduled opportunities to discuss their child's progress with the teacher. In addition, teachers may meet up with the parents on prior appointments. Opinions and suggestions of parents are always welcome.

We have various ways of reporting student learning:

- Written Report Card - As part of the assessment process every child has a written report card sent to the parents which clearly indicates the child's grade level and records of achievement. Report cards have the criteria listed below and are sent bi-annually with anecdotal accompaniments.

Assessment Criteria	Descriptors
Emerging	The learner does not completely accomplish the purpose of the assignment. There are gaps in conceptual understanding.
Developing	The learner largely completes the purpose of the assignment and exhibits understanding of major concepts though some essential details maybe missing.
Competent	The learner accomplishes the purpose of the assignment and exhibits the awareness and understanding of the concepts.
Exemplary	The learner entirely accomplishes the purpose of the assignment and exhibits thorough understanding of concepts. The learner is a model student

- Student Led Conference/Gallery Walk- The student led conference/gallery walk is a formal affair. This conference provides students the ownership to share their strengths and areas of improvement with their parents. On student led conference day/gallery walk students guide their parents through examples of what and how they have learned throughout the year. On this day students arrive at and leave school with their parents
- Parent Teacher Meeting - Parent teachers meet is held every quarter, it is a very useful tool to communicate the learning and progress of students to the parents. These meetings are used by teachers and parents to apprise each other about the child's individual strengths and weaknesses and the way forward. Apart from the scheduled PTMs parents may meet any teacher concerned by seeking an appointment through a phone call or the student's ERIC.

- Daily SMS system- The school sends an SMS daily to all the parents of the whole school. It informs the parents about the engagements of the day and home assignments if any, for their child specifically. This service enables the parents to know in a nutshell, learning and events of each day.

- Front Desk Program- The parents are invited to witness the journey of learning of their child once a year. The students display the knowledge gained, the concepts understood, the skills developed, the attitudes acquired and the profiles build during that period of time. It incorporates all the five essential elements of PYP. FDP is also used as a tool to educate parents about the philosophy of PYP.

- Home visits- All Scottish High teachers visit their student's homes once in the academic year. It is an informal visit where the parents are free to talk to the teacher regarding the progress and learning of their child. Home visits have been highly appreciated by the parents and grandparents.

- Family Letters – A family letter is sent before beginning a new unit of inquiry. It consists of the expanse of curriculum that will be covered for that stipulated time.

- The individual student PPT – At the end of every year the home room tutor sends a PPT consisting of photographs/videos showing his/her journey of learning during various units of inquiry and single subject areas. It showcases the five essential elements the child has developed during the current year. It is also a way of reporting IB learner profile to the parents.

- PYP Exhibition- In the final year of PYP, Grade 5 students put up an exhibition where every student demonstrates engagement with essential elements- knowledge, concept, skill, attitudes and action. Students are involved in collaborative transdisciplinary inquiry that involves identifying, investigating and offering solutions to real- life issues or problems.

Middle School:

At the middle school level the assessment activities are spread over a period of one academic year which commences in April and concludes with the session ending annual examinations in the month of February (summative in nature).

One academic year is broken up into two semesters and each semester is broken into two quarters each.

During each quarter a number of formative assessments take place as per the subject requirement. The sum total of the formative assessment scores is converted to 20% which is recorded in the report card. The first and the third quarter conclude with the unit test, (summative in nature) and the second and the fourth quarter end with semester examinations (summative in nature).

The middle school assessments are broadly designed to meet the requirements of secondary

school examinations conducted by ICSE – National Curriculum and IGCSE – International Curriculum. 20% weight-age is given to formative and 80% weight-age is given to summative assessments while compiling the year end result sheet.

Secondary and Senior Secondary School:

ICSE and ISC:
As the assessment at SHIS is criterion-based, we develop in our students the skills of research and reflection through internal assessments in the form of projects, presentations, symposiums, worksheets, case studies, and etc. right from the formative years of primary school, till the senior secondary school.

In the senior school, to meet the requirements of the respective curriculum the students carry out their internal assessments under the supervision of their subject-teachers. However, external moderators (ICSE and ISC) furnish the final marks to be published in the mark script.

The summative assessment in the senior school is conducted through various written assessments. SHIS has a system of assessing the students through Unit Tests (Unit Cycle I and II), Semester Examination (Half Yearly and Final Examination). Grade X and XII (ICSE and ISC) have additional Mock Examinations before their external examination. 20% weight-age is given to formative and 80% weight-age is given to summative assessments while compiling the year end result sheet.

The reflections on the result sheet are proposed to be corrective in nature and not just figurative and informative. The recording of the result sheet is in consonance with the national curriculum framework, in this case ICSE / ISC, wherein the learner has a very clear idea of her / his achievement and the ultimate goal (entry level cut-off for admission to Grade XI / University, respectively). (Refer Appendix 4)

IGCSE:
IGCSE examinations are theoretical so far as final evaluation and awarding is concerned. The students are awarded grading as per the grade boundaries that are released by the Cambridge International Examinations.

It is our endeavour to see that the students who opt for IGCSE curriculum, that is spread over two years, should be groomed at par with national curriculum definitions i.e. the marks obtained in IGCSE should reflect the learner's equivalent status at national level.

In order to ascertain that the student pursuing IGCSE does not lay too much stress on theoretical assessment we have put in place a number of formative assessment activities like case studies, debates, MCQs, puzzles, crosswords, creative writing, projects, symposiums and short analysis of writings, styles of writers and etc. These formative assessments serve as inputs for the written assessments and also help us assess and reflect upon various aspects of the students' emotional, intellectual and social growth. While compiling the year end result sheet in Grade IX, 20% weight-age is given to formative and 80% weight-age is given to summative assessments. (Refer Appendix 4)

IBDP:
In this two year programme we admit students who are a heterogeneous group coming from

National Curriculum background – CBSE / ICSE and International Curriculums – IGCSE / MYP.

It is a comprehensive assessment system which encompasses emotional, social and intellectual aspects of the learners' personality. The emotional and social inputs are received from the clan parents, the activity in-charges and the class teacher, whereas inputs on intellectual growth are reflected through the child's academic assessment – formative and summative, that are spread over their two years of IBDP education.

The culmination of the IBDP Programme assessment happens in the form of internal assessments (spread over the two years of IBDP) marked, graded and uploaded / submitted for moderation. TOK and Extended Essay (only for students who are registered for diploma) are graded externally; CAS journal submission reflecting Creativity, Action and Service respectively; and the final examination which is marked and moderated by IB.

On the basis of the student's reflection and the evidences submitted a remark is given by the CAS Coordinator. This remark is given at the end of each semester and reflects the student's commitment towards as well as her / his involvement in the CAS activities. The emphasis is on meeting the learning outcomes and realising the IB Philosophy of International Mindedness. This should further result in the realisation of IB Learner Profiles – balanced, principled, open-minded, caring, thinker, risk-taker and communicator.

Similarly, the Theory of Knowledge essay and presentation are remarked upon and graded. The report which is compiled on a semester basis reflects the gradual progress of the respective student as the TOK Coordinator keeps on reflecting on the gradual acquisition of the TOK skills and the subsequent growth of the learner in the core requirement. (Refer to Appendix 2)

The report card that reflects the child's continuous comprehensive assessment is an elaborate document wherein each subject teacher assesses the child on various criteria and comments upon it. The report card also reflects the child's gradual growth in the core subjects – CAS, TOK and Extended Essay. The TOK & CAS Coordinators and the Extended Essay supervisors grade the child on various parameters and give their final remarks.

We also include the observations and remarks of the Clan Parents, the Class Teacher and the DP Coordinator. This document is criteria referenced. (Refer to Appendix 1)

The learner's 'approach and attitude towards learning' is reflected on the student's academic report card, using the following rubric:

STUDENTS ARE ASSESSED AND GRADED ON FIVE POINT SCALE AS FOLLOWS			
EXCELLENT	Always performs exceptionally well and exhibits high quality skills.	5	A
GOOD	Consistently meets expectations and demonstrates quality skills	4	B
AVERAGE	Works hard to meet expectations and strives to acquire quality skills	3	C
BELOW AVERAGE	Inconsistent in meeting expectations and needs guidance while acquiring skills.	2	D
NEEDS HELP	Seldom meets expectations and needs consistent guidance and motivation in acquiring skills.	1	E

These assessments are further broken up into formative assessments and summative assessments. At SHIS we give a well-balanced weight-age to the year-long formative assessments (that are in real sense reflections of a continuous comprehensive assessment) and to summative assessments. The school incorporates the reflection of teacher's feedback, which is corrective in nature, to achieve the objective of improvement and academic as well as intellectual growth of the learner.

We follow the IB language so far as reflecting the achievement of the child is concerned using a rubric that is convertible to the AIU (Association of Indian Universities) marks scheme. This is duly reflected in the IBDP report card. (Refer to Appendix 1)

It is the endeavour of every teacher that their pupil should achieve the optimum level of her / his aptitude in the respective subjects. Fully honouring the parameters of the learner profiles, and at the same time ensuring that the child is not found wanting when it comes to seeking admission in a university that follows the percentage system of the national curriculum.

Semester Assessment Reporting:

In order to make the grades reasonably justified, devoid of any bias what so ever and a true reflection of the child's efforts, along with the teachers' observations and analytical interpretative expression, 40% weight age is given to the formative assessments and 60% weight-age is given to the summative assessments while compiling the results for every semester exam.

IB Predicted Grades:

The predicted grade is awarded to the students before she / he proceeds for the final written examination. This predicted grade is compiled on the basis of the learner's two year performance; the learner's performance in the internal assessments and the teachers' observation and perception (which is intangible). (Refer to Appendix 4)
While compiling the Semester IV results due weight-age will be given to internal assessments by the respective teachers, which will be in consonance with the internal assessment component, as per the subject assessment outline given in the respective subject guides.
The predicted grades to be submitted to the IB are based on the subject specific grade boundaries released by the IB for the November Session every year.

University Predicted Grades:

Since a number of colleges expect predicted grades from the month of October onwards, such predicted grades are calculated on the basis of the student's performance over a period of ther academic activities so far (whatever is the cut off date expected by the University concerned), their grades in internal assessments and the teacher's observation and perception (which is intuitive and so intangible).

The teacher's interpretation is based on the student's aptitude in the subject, sincerity and perseverance towards the assignments and the teacher's competence in understanding the aptitude of the student as well as the IB evaluation.

Standardisation:

Assessment is a useful tool to determine the aptitude of a learner. This helps the educational fraternity to reflect and understand whether the child is achieving her / his optimal capabilities. After analysing the various aspects due to which there could exist distinct levels of achievers we put in place various tools – remedial classes, worksheets, peer-buddy, group-buddy, subject activity clubs etc. to ensure that the wide gaps between learners are narrowed down and in a very subtle and gradual manner the weak or distracted students are able to improve upon their performances. The students are encouraged to seek and render help and benefit through interactions. The teachers act as facilitators of learning and guide the students towards creating and evolving a just and an equitable academic environment. They also maintain the records that highlight the gradual improvement / progress in the students' academic, emotional and social spheres. These anecdotal records serve the purpose of tools for the teachers as well as the student community. The intelligent students too, develop a caring, open-minded and balanced profile. These initiatives have helped us achieve standardization in the student community across subjects and at activities too.

Absenteeism:

To handle absenteeism at SHIS, examination department in collaboration with the School Director and Heads of various departments has drafted the Examination Policy on Absentees. This is a working document that is referred to for absenteeism during any summative assessment for all students from grade V to XII. (Refer Appendix 3)

Timelines and Deadlines:

To bring the above formative, summative and internal assessment into practice, a detailed and workable timeline is prepared for every curriculum (grade-wise). Teachers and students strictly abide by their internal calendar for timely submission and accomplishment of assessments with ease.

Dedicated timelines for the three core requirements of IBDP namely, CAS, TOK and Extended Essay are prepared by the respective coordinators at the beginning of the Session. Students and parents are sent the copy of the timelines so as to ensure the adherence of the same. The respective coordinators and subject teachers keep a track of the students' progress and parents are kept informed about their ward's academic growth and different IA development stages in all subjects.

From the academic year 2014 – 15 the school will seek an undertaking from the parents as well as the students that the student will not resort to any academic misconduct and that the work submitted by the student will only be her / his creation. Further the child would acknowledge the sources referred and site portions picked from various sources.

Visibility:

The Assessment Policy of the School is a very important document for all the stakeholders. It is visible physically, at the School website and is also known to the school fraternity. It is an important highlight in the School brochure.

The various assessment tools that are permanent features of subject specific formative assessments and the innovative activities along with the rubrics of the assessment activity are

duly informed to the students, their parents and the Academic Management of the school, much in time. The activities and the students' performance grades are recorded and timely feedback reported to the various stakeholders.

The summative assessment cycles are also reflected in the School Eric, which is published annually, at the beginning of the academic session.

Similarly, the expected academic levels are informed to the parents at the time of admission. For the students who are a part of the school community their grades, as well as other important inputs on their academic achievements are conveyed to the concerned subject teachers.

Futuristic Vision:

An ever-evolving system at SHIS has a futuristic approach to its assessment policy and is open to incorporating changes as per the requirement and demands of the time.

We are looking at the assessment systems becoming more activity oriented and innovative so that the teaching - learning becomes more exploratory and reflective, at the same time the students become international minded and their learner profile becomes richer.

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Appendix 2
Theory of Knowledge
Assessment Rubric
Essay
Criteria : Understanding of Knowledge Question

5 9 - 10	4 7 - 8	3 5 - 6	2 3 - 4	1 1 - 2
There is a sustained focus on knowledge questions connected to the prescribed title and are well chosen—developed with investigation of different perspectives and linked effectively to areas of knowledgeand /or ways of knowing	There is a focus on knowledge questions connected to the prescribed title—developed with acknowledgment of different perspectives and linked to areas of knowledge and/or ways of knowing.	There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing.	Some knowledge questions that are connected to the prescribed title are considered, but the essay is largely descriptive, with superficial or limited links to areas of knowledge and/or ways of knowing.	The essay has only very limited relevance to the prescribed title—relevant points are descriptive.

Criteria B: Quality of Analysis of Knowledge Questions

5 9 - 10	4 7 - 8	3 5 - 6	2 3 - 4	1 1 - 2
Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.	Arguments are clear, supported by real-life examples and are evaluated; some counterclaims are identified and explored;	Some arguments are clear and supported by examples; some counterclaims are identified.	Arguments are offered but are unclear and/ or not supported by effective examples.	Assertions are offered but are not supported.

Presentation

Criterion: Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?

5 9 - 10	4 7 - 8	3 5 - 6	2 3 - 4	1 1 - 2
The presentation is focused on a well formulated knowledge question that is clearly connected to a specified real-life situation. The knowledge question is effectively explored in the context of the real-life situation, using convincing arguments with investigation of different perspectives. The outcomes of the analysis are shown to be significant to the chosen real-life situation and to others.	The presentation is focused on a knowledge question that is clearly connected to a specified real-life situation. The knowledge question is explored in the context of the real-life situation, using clear arguments with acknowledgment of different perspectives. The outcomes of the analysis are shown to be significant to the real-life situation and to others.	The presentation identifies a knowledge question that has some connection to a specified real-life situation. The knowledge question is explored in the context of the real-life situation, using some adequate arguments. There is some awareness of the significance of the outcomes of the analysis.	The presentation identifies a knowledge question and a real-life situation, although the connection between them may not be convincing. There is some attempt to explore the knowledge question. There is limited awareness of the significance of the outcomes of the analysis.	The presentation describes a real-life situation without reference to any knowledge question, or treats an abstract knowledge question without connecting it to any specific real-life situation.