

# Birla Open Minds International School

## Assessment Policy (2022-23)

Birla Open Minds International School

## Table of Contents

- I. BOMIS Mission Statement
- II. What is an Assessment?
- III. Why is an Assessment?
- IV. How are students being Assessed?
- V. Recording
- VI. Reporting
- VII. Role of Students, Teachers and Coordinator
- VIII. Assessment in IBCP
- IX. Award of IBCP certificate
- X. Internal Standardization and Moderation
- XI. Internal Timelines
- XII. Assessment of students with Special needs and English language Learners
- XIII. Consequences for non-adherence to the policy by students
- XIV. Review
- XV. References

## **I. BOMIS Mission Statement:**

The school strives to be a community of open-minded global learners. All members are the flag bearers of the peaceful world and care about one another, value and respect intercultural and individual differences. Encompassing the learner profile of collaboration and creativity by engaging in challenging skill based competencies, extend the boundaries to maximize the potential of the learners.

We at BOMIS believe that assessment is to support the development of the whole of the students. We aim at holistic development with emphasis on academic excellence. Our assessment procedures accommodate and account for different learning styles as mentioned in our mission. We use the assessment to promote reflection amongst teachers and students.

## **II. What is an Assessment?**

“Process of gathering data to better understand the strengths and weaknesses of student learning.”(Harris and Hodges, 1995).

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. Assessment is carried out to see what students know, understand and are able to do. Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

## **III. Why is an Assessment?**

“The overall purpose of assessment is to improve standards, not merely to measure them”. (Ofsted 1998)

Assessment is an integral part of the teaching learning process, which determines whether the goals of learning are being met. Assessment motivates us to look into the information about student learning and achievement, and identify areas of strengths and weaknesses. It encourages reviewing the curriculum and planning as per the requirement of the students.

Assessment at BOMIS covers:

- The ways teachers support and assess student's learning and monitor progress and identify next steps in learning.

- Reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a student's achievements through profiles and qualifications.
- Recognising our student's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

#### **IV. How are students being Assessed?**

Assessment takes place as part of ongoing and teaching, periodically and at the key transitions. Our assessment is not only based on the 'tests' but on the learning that takes place within the classroom and outside the classroom in different settings.

Pre-Assessment:

It refers to assessment that identifies what the learner knows or is capable of, perhaps at the start of a new topic. The focus is on identifying difficulties or misconceptions that the learner might have so that the teacher can plan learning activities to address these.

Formative Assessment: Formative assessment is the **assessment for learning**. This assessment could be used to form students' learning and look forward to what they will learn next. We also encourage assessments based on Case studies and OBE (Open book exams) which caters to **Assessment as learning**. These types of assessments are intended to help students understand what exactly they have to do in order to succeed and provide opportunities for all students to express their understanding. Homework is also used as a

Summative Assessment: This majorly **assessment of learning** which will be used to sum learning at the end of a period- may be a unit, term end and at the completion of a course. This assessment looks back and indicates what the students have learnt, usually measured formally against clearly defined standards.

Project based Assessment: This assessment evaluates the project based learning.

#### **V. Recording:**

- We record the evidence of a student's progress and achievement from day-to-day learning. Students are encouraged and supported to look

at and revisit their own work to develop a better understanding of what they have learned, and what they need to work on. They are encouraged to do the **Self-Assessment**.

- Through **Peer- Assessment** students are encouraged to work together with others to assess what is good about their work and what needs to be worked on
- The assessment evidence is also gathered from student presentations, classroom discussions, performance, practical investigations and reports, and art work. The evidence could also be a photograph, video or audio clip as part of particular learning.
- **Portfolio**- a portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, creativity, assessment strategies and reflection. This includes a profile, learning experience and documentation. It shows a students' progress and development over a period of time.

Assessment will include but not limited to the following

Checklists	Open ended tasks	Observations
Performance tasks	Reflective writing	Models/projects
Exhibitions	Presentations(Oral,visual and dramatic)	Questionnaires
Investigations	Explorations	Benchmarks

## VI. Reporting

The school will be reporting the performance of students through Parent Teacher Interactions (PTI) held in each Term. The PTIs are a valuable tool to help parents and teachers for a child's success. This is a great opportunity for parents to ask questions and gather information that will help them to encourage their children to achieve success.

## VII. Role of Students, Teachers and Coordinators

### Coordinators:

- Provide scheduled collaborative sessions for teachers to bring in innovative teaching and assessment practices

- Encourage team teaching, peer teacher observations and fair assessment practices as part of professional development
- Involve teachers, students and parents while drafting and reviewing the assessment policy.
- Make sure that the teachers understand the school assessment policy and ensure that it is a working document for the school community who are actively involved in it.
- Analyze whole school data and plan professional development time to match the achievement goal
- Ensures that IB standards and practices are used for the assessment. Enroll the new teachers for subject specific training to understand the assessment criteria. Responsible for providing the training for new teachers with regard to assessments.

#### **Teachers:**

- Make the learning intentions clear to the students
- Implement effective questioning
- Plan the assessment as per the learning objectives
- Prepare and use the criterion based assessment
- Gather the evidences of learning and assessment
- Create opportunities of investigation and exploration
- Use a variety of assessment tools and strategies for the students.
- Analyze the assessment data to identify the individual students' needs and pattern of learning.
- Provide regular and constructive feedback to the students to work on the areas of improvement
- Share the student assessment feedback with the stakeholders.

#### **Students:**

- To analyze their own progress and the learning process from their formative and summative assessment.

- Take responsibility for their own learning and thus become a self learner.
- Get feedback from the teacher on a regular basis.
- Meet the deadlines and submit their work on time.
- Make an effort to improve their skills and knowledge by taking the right feedback.

### **VIII. Assessment in IBCP**

The Career-related Programme (CP) is a framework of international education for students aged 16 to 19 that incorporates the vision and educational principles of the IB into local programmes that address the needs of students engaged in career-related education.

The CP is a comprehensive educational framework that brings the academic rigour and global focus of the International Baccalaureate (IB) classroom to a tailored, career-focused pathway that broadens opportunities for students to combine a career-related education with a unique IB experience.

Grounded in the IB's educational principles, mission and the learner profile, the CP creates new opportunities for students to access a focused, flexible education that will give them the knowledge and practical skills they can use today and the intellectual engagement they need to grow and adapt in tomorrow's global workplace. The CP incorporates locally developed career-related coursework with a strong academic programme promoting multilingualism, global engagement and intercultural competence.

The CP consists of:

- a minimum of two Diploma Programme (DP) courses at standard level (SL) or higher level (HL)
- a core consisting of: Language development, personal and professional skills, a reflective project, service learning
- a career-related study.

The chosen career-related study is not offered or awarded by the IB and it is determined by the local context and aligned with student needs. The school will determine the appropriate career-related study based on the criteria set by the IB.

The Assessment:

IBCP students are assessed both internally by the school and externally by the IB. Students take written examinations at the end of their courses, which are marked by external IB examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). The core components- personal and professional skills, Language development and Service learning will be

assessed by the school. The reflective projects will internally be assessed by the teachers and externally gets moderated by the Board.

The following Cycle explains the entire process

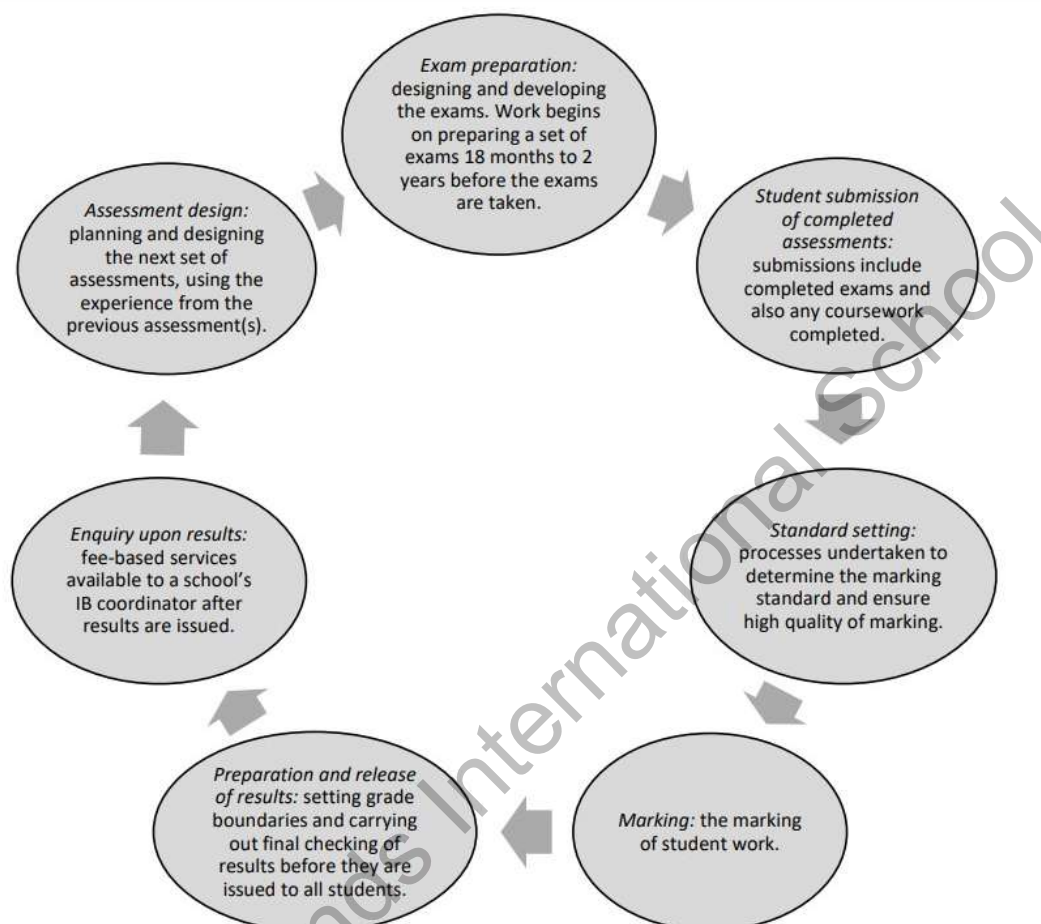


Figure 1. Assessment cycle

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### **Assessment of DP subjects:**

The DP subjects are assessed in several ways to test the knowledge and understanding of the subject. Exams are taken at the end of CP programme and are marked by the examiners externally. In addition to that some components are assessed by the teachers and submitted to the board for moderation. Within each component there are a variety of assessment tasks which may include Multiple choice questions, short and extended response questions, essays, explorations, investigations, field works, portfolios, presentations and performances. The final grades will be awarded within 1 to 7 range.

### **Assessment and reporting of personal and professional skills:**

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an



understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

A minimum of 90 timetabled hours is expected to be devoted to the personal and professional skills course.

The assessment of this is interconnected with the whole IB career related programme as a unit. Teachers may use different ways to assess this component as well as focus on problem areas. Formative assessment techniques are encouraged for the assessment of personal and professional skills. We will also include students in preparing the assessment practices and criteria as it promotes the self-assessment as well as peer assessment. This will largely be an assessment as/for learning.

Students are expected to maintain a portfolio. As our students have a digital portfolio as a practice, they will be continuing with Microsoft Sway templates. We will assign a standard structure for each CP core, but will encourage the choice of the students for some components like Service learning and Language development. We would also ensure that Service-learning opportunities are well linked with PPS to provide the authentic experiences.

### ***Assessment and reporting of Language development:***

Language development ensures that all students have access to, and are exposed to, an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language, other than their best language, that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.

Students will do 50 hours of language learning and complete a language portfolio (Profile+ learning experience +evidence) over the two years. Reflection is central to the Language development. Students will be introduced to different types of reflections by the teachers. Students reflect on the activities, tasks and assessments that they have engaged in and their learning experiences, their understanding of other cultures and their future goals with their chosen language. Students are also expected to complete a final reflection at the end of their language development course. Students reflect during or at the end of a learning experience to identify important moments and recognize personal growth and achievements. Students engage in group reflection with their peers to discover shared insights. Feedback will be given on these reflections.

### ***Assessment and reporting of Service learning:***

Service learning is the practical application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. A minimum of 50 hours is expected to be devoted to service learning.

Community and Service Learning is internally assessed (which means it is assessed at School and not by IB). School will inform IB whether the candidate has satisfactorily met the requirement or not, collecting all the evidence. Students must meet all 5 Learning Outcomes and earn at least a 7 points altogether to receive a “satisfactory” remark. The evidence will be collected from planning form, check lists, reports and reflections.

### ***Assessment and reporting of Reflective Project:***

The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the CP. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills. A minimum of 50 hours is expected to be devoted to the reflective project.

The reflective project is assessed using grades A to E, with A representing the highest level of achievement. Only students enrolled as CP candidates are able to submit a reflective project for assessment.

### ***Assessment and reporting in Career related study:***

The career-related study is part of the student timetable (720 hours) during the two-year period of the CP. The CRS assessment plan will be provided by WACP (World academy of careers programme), an accredited body. WACP offers 720 guided learning hours of CRS including 180 hours of projects, internship and industry engagement. And 90 hours for Case Studies, Workshops & Masterclass. Each subject within the CRS will carry 100 marks and following is the bifurcation. There will be continuous internal and external assessment in collaboration with WACP.

Formative - Continuous internal assessment- 40%weightage

Assignment 1 (Individual) -10%

Assignment 2 (Individual) - 10%

Assignment 3 (Group) - 20%

Summative - External assessment - 60% weightage (by WACP)

### **CRS Completion Requirement**

The WACP International Diploma & International Advanced Diploma will be awarded subject to satisfactory completion of the following requirements by a candidate:

- Achieve at least 41% in each of the course
- Internship portfolio submissions (including the written tasks & reflections)
- Submission of Capstone Project
- Students should not have received penalty for academic misconduct
- Completion of any other submissions/workshops/masterclass as suggested in the Course

### **IX. Award of IBCP certificate:**

The IB CP Certificate will be awarded subject to satisfactory completion of the following requirements by a candidate.

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP.
- The candidate has been awarded a grade of at least D for the reflective project.
- All personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

All candidates will receive the IB CP statement of results detailing achievement in the DP subjects and reflective project along with the status of completion of the CP core.

On successful completion of the CP, candidates receive the IB CP Certificate.

### **X. Internal Standardization and Moderation:**

If more than one teacher is marking internal assessment, to moderate and standardise teachers marking the process of internal standardization is applied on the students course work so that all candidates are assessed to common standard.

Moderation: The purpose of moderation is to ensure that all internal assessment marks are of an equivalent standard. This means a student would get the same mark for the quality of their work whoever marks it.

#### **XI. Predicted Grades:**

A predicted grade is a teachers' prediction of the grade that the candidate is expected to achieve in the subject, based on the evidence of the candidate's work and the teachers' knowledge of IB standards. Predicted grades will be awarded by the teachers on the basis of Continuous assessment throughout the programme.

#### **XII. Internal Calendar of IBCP Timelines:**

We have a system of internal timelines to meet the tasks well in advance. IBCP Coordinator in collaboration with subject teachers, supervisors and advisors, frames an internal timelines calendar, keeping in mind the deadlines set by IB for external assessment and moderation.

#### **XIII. Assessment of students with Special needs and English additional language Learners**

Special needs students are given attention at every assessment stage. Their progress is recorded and analysed on the basis of their individual progress and in some cases a separate report may be produced as per the school SEN policy. EAL students are assessed for their progress in achieving language proficiency and co teacher assists them in understanding and handling subject assessments which may be differentiated to cater to their individual needs. Students are also given differentiated instructions so that it is easy to follow them. School has started learning the Universal design of Learning. The school Language policy will be talking about language learning and assessment in detail.

#### **XIV. Consequences for non-adherence to the policy by students**

##### **Attendance Mandate:**

The school will not permit the students to take the annual examination in case the attendance falls short of 85%. There may be exemptions as per the school policy on the same.

**Absence for an exam:**

The term end assessment or weekly test will not be rescheduled unless the student is out for approved competitions or on medical emergencies. In case of leave applied in advance and approved, then the nature of assessment is necessarily not of the same and it is at the discretion of the teacher as per the availability of time.

**Academic Dishonesty**

The school community will stick to the academic integrity and the procedures suggested by IB and mentioned in Academic Honesty policy.

- i) Plagiarism/collusion/cheating - The student is required to re-submit the work which will be assessed if submitted within the stipulated deadline. Parents will be notified by the teacher and the malpractice will be noted in school records.
- ii) Second instance Grade will not be awarded for the submission. The parents are notified by the coordinator/Principal and the act will be put in school records.
- iii) Repeated malpractice: The student will be recommended for withdrawal from the school.
- iv) Non adherence by the staff: The school community is expected to practice fairness and consistency and lead by example. In the unlikely event of non-adherence by the teacher, a written explanation for the same should be furnished.

**XV. Review :**

The assessment policy will be reviewed every two years and will be informed through current practices, issues, stage of authorization and evaluation requirements. The review process will be as per the updates by various boards of curriculum, reflection on practices and the process includes stakeholders such as academic heads, coordinators, parents, teachers and students.

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