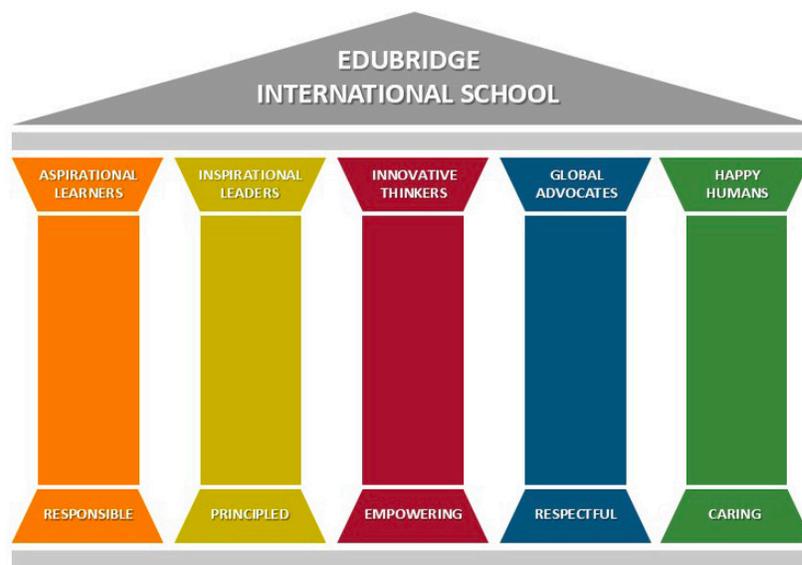




EIS Assessment Policy



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
 Inspirational Leaders
 Innovative Thinkers
 Global Advocates
 Happy Humans

EIS Mission

*Providing well-being
 and high-quality learning
 in pursuit of varied success
 and a better world for all*

EIS Core Values

Empowering
 Caring
 Principled
 Respectful
 Responsible



Purpose

Edubridge International School (EIS) has an Assessment Policy to state clearly the philosophy about assessments and the procedures for assessing students. This policy is intended for prospective parents and students, the administrative staff and teachers of EIS, and any accrediting or governmental authorities.

Philosophy

Assessments are essential in evaluating how well students have not only increased their knowledge, but also refined their applied and communicative skills. Analysing students' performance provides educators with valuable feedback, and this enables them to work effectively to benefit the entire learning community. Thus, it is imperative to establish clear communication between students, parents and educators with respect to the expectations and outcomes of all forms of assessments.

Assessments will:

-  Bring out the strengths of the students.
-  Be fair, just and open-minded.
-  Display the process of ongoing learning.
-  Determine an overall outcome of learning.
-  Encompass the views and perspectives of individual stakeholders of the community.
-  Cater to differentiated teaching methodologies and different learning styles and capacities.
-  Motivate students to grow and improve their performance.

The goal is to ensure that students are able to learn through various media; assessment is merely one medium. Instead of creating a one-dimensional assessment-intensive environment, EIS is a multi-dimensional creative environment where students become balanced learners who set and maintain high standards of performance both inside and outside of the classroom. To ensure this, assessments shall:

-  Challenge each student at every age level appropriately.
-  Be transparent, unbiased and show constructive criticism towards the needs of each student.
-  Be consistent with feedback for the community with regard to standardised practices.
-  Bring about reflection within students, teachers and parents through an ongoing cycle.
-  Provide students with results of learning and opportunities to excel.
-  Make sense and be justified to individual stakeholders of the school community.
-  Be student friendly and address the needs of differentiated teaching and learning styles and methods.
-  Encourage students to do better and instil a sense of achievement.

Assessments at EIS

Assessment at EIS is continuous and is a necessary and important part of the learning process. By assessing students, teachers identify student learning needs in order to better inform the learning process.

At EIS we assess our students learning for a number of reasons:

1. Assessment for Learning (Formative):

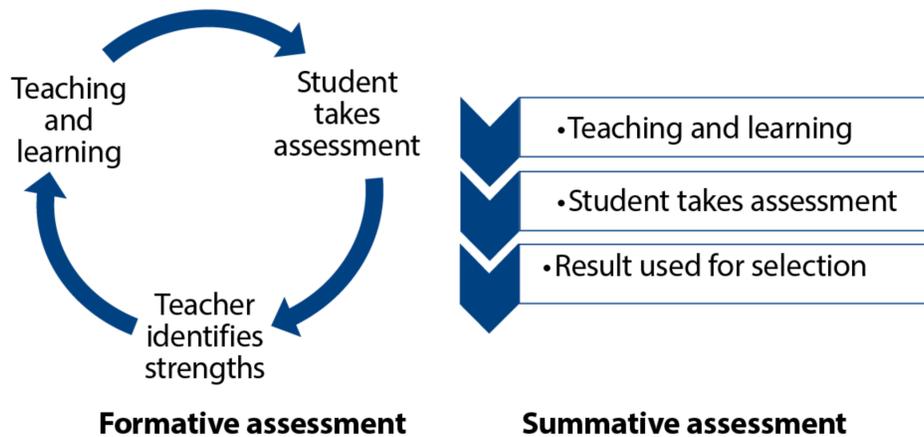
Formative assessment is essentially feedback both to the teachers and to the student about present understanding and skill development in order to determine the way forward to improve and accelerate learning. It serves as a continuous assessment of the pupil's performance.

2. Assessment of Learning (Summative):

Summative assessment provides evidence of student achievement for the purpose of making a judgement about student competence or the program effectiveness. Student achievement is evaluated through a culminating activity generally at the end of a unit of study or at the end of a semester. It is represented in a bi-annual report to parents.

3. Assessment as Learning (Peer and self assessment):

Assessment as learning involves students assessing their own and peers' work. In this type of assessment students focus on both process and outcome and thus acquiring knowledge and understanding of concepts learned.



Source: *Figure 8 Two possible differences in how formative and summative assessments are used*
("Assessment principles and practice- Quality assessments in a digital age"42)

Types of Assessment:

Students are assessed continuously during the course of each semester using a variety of assessment tools and strategies such as rubrics, checklists, portfolios, performances, anecdotes etc.

Recording and Reporting Assessments:

Assessments are recorded and reported at EIS. Written reports are followed by three way meetings

Assessment aligned with EAL and LS

English as an Additional Language (EAL)

Students identified as needing EAL support are assessed as per the scope and sequence objectives of every subject. However, they are provided with the accommodations and their assessments are differentiated. They will have a “Student Support Plan” (SSP), based on their individual needs and an EAL/LS teacher will work collaboratively with the homeroom/subject teachers to report on their progress.

Learning Support (LS)

Students receiving Learning Support will have an "Individual Education Plan" (IEP) . In these cases the LS department will report on student progress in addition to the homeroom/subject teachers as per the reporting requirements.

Some students with identified learning differences may be required to not attend some language classes as needed. Similarly, students with significant language challenges in the Middle Years Programme (MYP), may be advised to drop Language Acquisition if it is in their best interest. In the Diploma Programme (DP), if a student with identified learning needs graduates from the MYP in Phase 1 or 2 of the language acquisition, on a case by case basis, s/he may be encouraged to continue the same language at an ab-initio level. The Learning Support and Programme Coordinators counsel students and parents about the reasons and implications of the above decision (Refer to the [Language policy](#) and the [Inclusive Education Policy](#) for further details).

Students with learning challenges, who have a psycho-educational evaluation report will have an Individual Education Plan (IEP) written for them which is shared with the concerned stakeholders. In addition, if they have any needs that require them to have a modified curriculum or assessment, they are provided with the same and the report card reflects this. More information can be found in the [Inclusive Education Policy](#).

In addition to report cards at the end of each semester, a settling in report is issued in October. This

is comment based and informs the parents of how the student has settled in the new grade. The school uses Toddle for reporting semester grades and the settling-in reports are created on google documents and sent as a pdf file.

Assessment in the Primary Years at EIS

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.

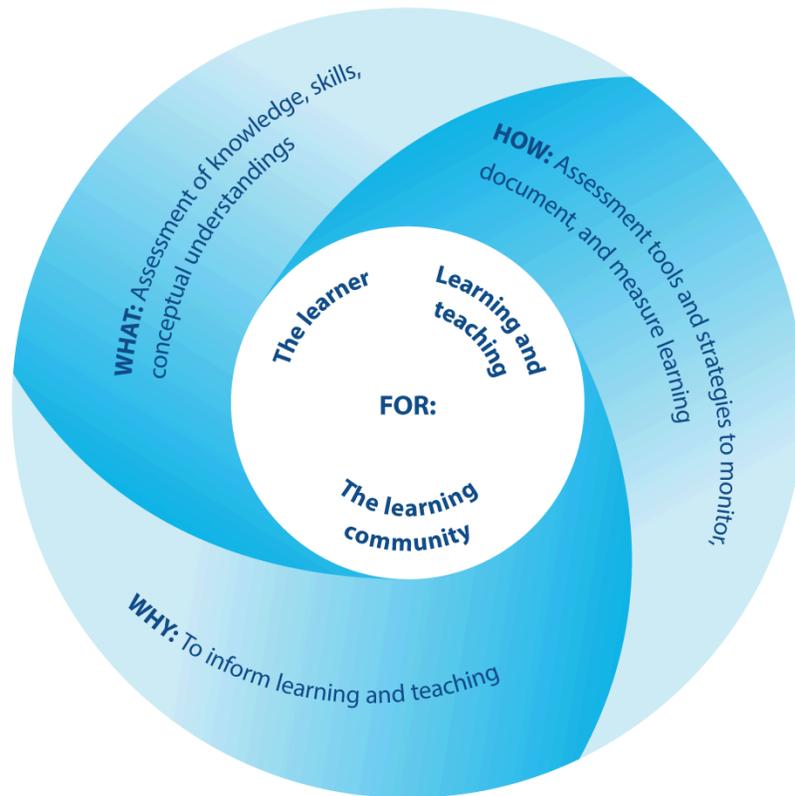
- 🦋 Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- 🦋 Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- 🦋 Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- 🦋 Learning goals and success criteria are co-constructed and clearly communicated
- 🦋 Both learning outcomes and the learning process are assessed.
- 🦋 Assessment design is both backward and forward looking.

Characteristics of an effective Assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- 🌻 **Authentic:** It supports making connections to the real world to promote student engagement.
- 🌻 **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- 🌻 **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- 🌻 **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- 🌻 **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- 🌻 **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- 🌻 **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.



Source: Figure AS01 Integrating assessment.ibo.
 (“Learning and Teaching”69)

PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

What do we assess?

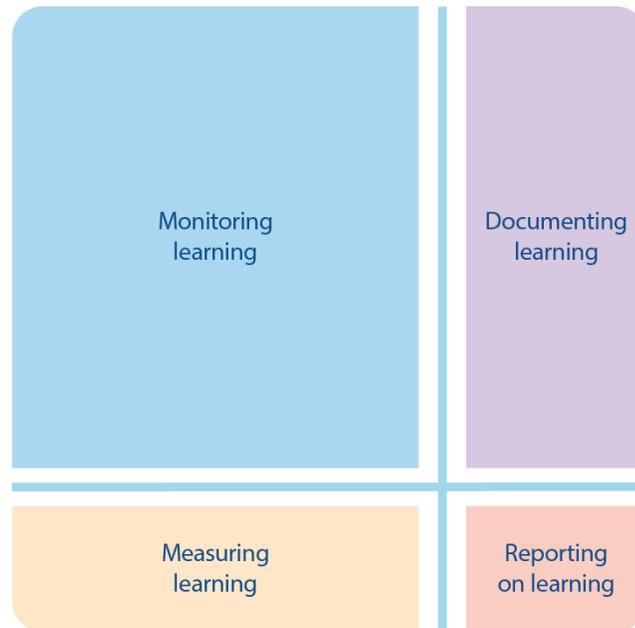
- 🐞 the nature of students’ inquiry over time—observing for depth and breadth
- 🐞 students’ awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects
- 🐞 how students demonstrate and develop subject knowledge
- 🐞 how students apply their conceptual understandings to further their inquiries successfully
- 🐞 how students demonstrate and develop the approaches to learning
- 🐞 how students demonstrate both independence and an ability to learn collaboratively.

The school identifies content that is significant, relevant, engaging and challenging that supports the outcome of students being internationally minded. Once this content is identified, teachers plan

multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.

How do we Assess?

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning.



Source: Figure AS03 Assessment to inform learning and teaching
(*“Learning and Teaching”* 76)

At EIS, we follow the four dimensions of assessment as shown in the diagram above. Each dimension is not weighted the same; each dimension has its own importance and value. The school recognizes the importance of monitoring and documenting the process of inquiry, conceptual understandings, their transfer and approaches to learning skills.

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

Documentation in our school is done physically through student work and digitally through Toddle . Other media forms are used for displaying and recording like videos, photographs, presentations. The evidence of learning of each student is shared with others to make learning visible and apparent.

Students and teachers document learning goals, questions, reflections and evidence of learning using a variety of formats. Documentation tools include exemplars, checklists, rubrics, anecdotal records, portfolios

Learning logs or journals: These are used to record feedback and reflections of ongoing learning.

Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

Portfolios: A collection of artefacts that can also contribute to reporting.

Feedback and Feedforward : Feedback and feedforward on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals.

When giving , teachers in the school focus on:

Feedback: How am I doing?

Feedforward: Where to next?

Measuring learning

The school believes in the efficacy of assessment for, of, as learning of student outcomes and adopts the following types of assessments:

Pre- Assessments/ Diagnostics	Formative		Summative
	Assessment for Learning	Assessment as Learning	Assessment of Learning
Pre-assessments are done to assess students' prior knowledge, conceptual understanding and skills. This data is used to inform planning of teaching and learning.	This is also known as formative assessments, its goal is to inform teaching and promote learning. It is conducted throughout the learning process	The goal of the formative process is to support students in learning how to become self-regulated learners. It is conducted throughout the learning process.	Also known as summative assessment. It;s goal is to certify and to report on learning progres. It is typically conducted at the end of the unit.

Assessment Tools (How do teachers at EIS record student progress?)

Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Checklists: Lists of information, data, attributes, or elements that should be present.

Anecdotal Records: Anecdotal records are brief, written notes based on observations of students.

Exemplars/Benchmarks: Samples of students' work that serve as concrete standards against which other samples are judged. Benchmarks/ Exemplars can be used in conjunction with rubrics and continuums.

Portfolios: A portfolio is one method of collecting and storing information that can be used to document student progress and achievement. It is a record of students' involvement in learning and is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

Documentation: The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

To add another dimension to formative assessments, Standardised tests (GL assessments) are used in Grades 1 to 5, purely as a feedback tool for teachers and students to determine a way forward to improve and accelerate learning and teaching.

Analysing Learning

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability.

Teachers collaboratively analyse student learning over time to design learning experiences based on data, to identify patterns and trends in student learning. Teacher moderation through professional discussions around student samples is an effective strategy that is adopted by grade level teachers with reflective questions that steer the analysis.

Teachers regularly ask these five questions:

- 1) Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- 2) What does a student's performance reveal about their level of understanding?
- 3) Have any unexpected results occurred?
- 4) How could the learning and teaching process be modified as a result of the assessment?
- 5) Should any changes be made to the assessment design or procedure?



Figure AS04 Data-informed decision-making Source:.ibo.
("Learning and Teaching" 78)

Reporting learning

At EIS, we report to describe the progress and achievements of student learning. It describes the progress of a student's learning, identifies areas for growth, and contributes to the efficacy of the programme.

We report through the following :

Parent/teacher/student conferences

These are designed to give the parents information about the students' progress, development and needs, and about the school's programme. Teachers use this opportunity to gather background information, to answer parents' questions, to address their concerns, and to help define their role in the learning process. In Elementary, these are held twice a year – once in Semester 1 and once in Semester 2.

In addition to these scheduled conferences (formal), teachers and parents are encouraged to arrange meetings any time there is a need (informal). Parents are always welcomed at the school. Edubridge International School makes a deliberate effort to make parents feel welcomed and encourages parents to participate in the education of their children. In the rare case where a parent confronts a teacher inappropriately, the school administration steps in to calm down the situation and resolve it amicably.

Student-led conferences

SLCs involve partnership between parent and student, where students lead the conference and share their process of learning with parents. The purpose of the student-led conference is to celebrate the students' learning journey through the year, as represented by the portfolio and other evidence. It is a chance for parents to see the sorts of learning engagements their children are involved in at school. The experience encourages students to become aware that they have a personal responsibility for their education. It helps them to understand the importance of school and taking charge of their own learning. They develop organisational and oral communication skills. The students are also practising the skills of self-evaluation and reflection. The students plan and practise their presentation prior to the conference by showing their teacher or peers their work. They are given guidelines on how to present examples of the PYP Learner Profile as well as a range of academic work.

Reports

Reports are seen as a summative record for students, parents and the school of students' progress. The written report is designed to provide parents with a comprehensive guide to their child's development. The written report gives information about each student's personal development as well as progress against the standard expectations for their grade level. "Not Applicable" is indicated when an area of work has not yet been covered or a student was not in

school when a Unit of Inquiry was taking place. “Modified” is indicated for a student for whom an individual learning plan is developed on a modified curriculum due to an identified learning difference. The following are the descriptors used in the report :

Emerging	Grade level expectations are rarely met.
Developing	Grade level expectations are developing. We see this in the classroom
Consistent	Grade level expectations are met consistently. We see this in the classroom
Proficient	Grade level expectations are met and sometimes exceeded. We see this in the classroom
Accomplished	Grade level expectations are consistently exceeded. We see this in the classroom
Modified	Grade Level expectations have been modified because of an identified learning difference.
Not Applicable	Grade Level expectations are not applicable in this situation.

Assessing early learners

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

-  build a clear picture of the student and their interests
-  identify what and how the student is thinking and learning
-  assess the effectiveness of the learning environment on the student’s learning
-  plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents.

The PYP Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesising the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP. In the students' final year of the PYP there are five units of inquiry and the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students

Monitoring and Evaluation

The assessment practice and effectiveness will be monitored by the PYP coordinator and management team through teacher reflections, teacher assessment sessions and parent surveys/feedback. Any changes to the assessment policy will be made in collaboration with the staff and management.

All teachers will maintain student assessment records in their Assessment Folders on the School Drive and on Toddle. The assessment data will then be evaluated and reported twice a year as follows - January and May: These reports are detailed records of specific achievements in the subject areas, units of inquiry as well as progress in the Learner Profile, integration of attitudes and learning styles.

Who is involved in student assessment ?

Everyone concerned with assessment - students, teachers, parents, administrators, and board members - must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. (Making the PYP Happen, 2009)

Assessment in the MYP at EIS

The MYP assessment criteria across subject groups can be summarised as follows:

Subject	Cri.A	Cri.B	Cri.C	Cri.D
Language and literature	Analysing	Organizing	Producing text	Using Language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and Evaluating	Reflecting on the impacts of science
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Design	Inquiring and Designing	Developing ideas	Creating the solution	Evaluating
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and Understanding	Planning for Performance	Applying and performing	Reflecting and improving performance

Subjects are marked according to the following scale:

Excellent	Very Good	Good	Satisfactory	Mediocre	Poor	Very Poor
7	6	5	4	3	2	1

At EIS, all subject groups must assess all strands of all assessment criteria *at least once* in each semester of the MYP so that at the end of Semester two, all strands of all assessment criteria are assessed *at least twice* at the end of the year, to give a final overall grade in the subject. There is a requirement of at least one IDU Unit assessed per grade per year.

The number of assessments per grade per week is regulated to a maximum of 2 assessments per day, and not more than 3 assessment days in that week. The teachers submit the assessment dates for the whole semester at the beginning of the semester to the MYP coordinator. The MYP Coordinator checks to ensure that the maximum number per week is adhered to in all classes. The dates can only be changed after consultation with the MYP coordinator.

The assessment calendar is shared with the parents so that they too have responsibility to remind their wards about the assessment dates. This will help to regulate cases of complaints that students were not told of the dates. The pupils' progress is monitored against specific learning objectives as identified in the unit plans.

Service:

At EIS, there is a system of qualitatively monitoring service activities by the respective supervisor. Then, at the end of the school year, the teacher gives the student a qualitative level for each learning outcome for the activity. This depends on how far the student has achieved the learning outcome based on the reflection of the student and the monitoring of the activity by the teacher. The three levels are 'Emerging', 'Developing' and 'Proficient'. Two of these terms have been borrowed from PYP so that students feel a sense of continuity. More information about this can be found in the Service handbook.

ATLs

Similarly for ATLs, there is a unique system for monitoring ATL skills. ATL skills will be monitored over time by the students, homeroom teachers and subject teachers through classwork, formative and summative assessments, service initiatives, homeroom activities, etc. At the end of each semester, the students will reflect on their ATL skills and assign themselves a level (Emerging, Developing, Proficient). The student will then have a discussion with all the subject teachers and arrive at a mutually agreeable level. The homeroom teacher will then review the level and report the level in the report card. More information about this can be found in the ATL handbook.

Note:

Service and Approaches to Learning (ATL) are not assessed, but descriptors are assigned after qualitative monitoring.

Schedule of Summative Assessments carried out during the year:

Summative assessment takes place at clearly specified times as decided by the teacher and specified in the assessment calendar; formative assessment is continuous and throughout the year.

It is imperative that assessments have been well explained and well designed, giving students the opportunity to improve. Teachers must spend class time explaining a rubric and making sure that each and every student reads and understands the assessment criteria, including task-specific clarifications.

All summative assessment grades are recorded on the EIS assessment folder and on Toddle.

Examinations are conducted at the end of first semester in December and end of academic year in May. These could include one or many topics.

To detect plagiarism, the school encourages teachers to use Turn-it-in. For more information on academic integrity, please refer to [Academic Integrity policy](#). Students should understand ethical ways to use Artificial intelligence (for ex. Chat GPT) for assessment tasks.

Internal standardisation in MYP

The internal standardisation is a collaborative process by which a common standard of assessment is achieved among teachers and moderators. For the purpose of common understanding, at Edubridge, standardisation is defined as the process that happens before students are assessed. Internal moderation is defined as the process that happens after students are assessed.

The process begins with creation of assessment tasks and where there are two teachers in a class, teachers collaborate to arrive at a common understanding of the criteria and task specific clarification and grading which is then shared with the Head of Department (HOD). The HOD ensures that the task is made according to the appropriate assessment criterion, with grade-appropriate task-specific clarifications. In case there is one teacher, the HOD collaborates with the teacher.

The teachers collaborate for internal moderation on an on-going basis in each semester in departments to check achievement levels and how they are applied. This process is done prior to awarding final grades. Each department records the moderation process for their respective subject. This process involves the maintenance of a folder by each department, where three samples of student work, with varying achievement levels for each criterion, are uploaded every semester. A corresponding sheet that details the allocation of grades is also maintained. A moderator is the first to enter their grades on the sheet based on their evaluation of the samples. Subsequently, the teacher independently assesses the same samples and records the grades. Then, the teacher and moderator collaborate and wherever there are any discrepancies, they go back to the criterion strands and task specific clarification, and mutually agree upon a grade based on their discussion. In case they are

not able to agree, they approach the HOD or the Coordinator who then decide the final grade and give the necessary justification. They use the opportunity to mentor teachers about best fit practice in the MYP and how grades are awarded. In cases where it is necessary to amend any of the teacher's grades for the selected samples, related adjustments for other students' work are made.

At Edubridge, moderation promotes consistency and builds common understandings about student achievement with respect to MYP objectives. Following this process, student work from one unit serves as an example for the same unit the next year which also serves as a model for teachers and students which is in keeping with the principles of the FPIP.

Internal moderation of assessment is also required for the MYP5 personal project. At EIS, a two tier process of internal moderation is used to determine the final criterion levels for the Personal project of each student. The teachers involved comprise personal project supervisors and Personal project Coordinator. Soft copies of the personal project components are shared with the teachers who will participate in this internal moderation. A record of the grades is maintained by the moderator. After the moderator grades are received, there is a discussion between the project supervisor who originally graded the project to resolve any discrepancies.

The main and co-supervisors first award a common criterion level to the personal project assigned to them. After the supervisors' criterion levels have been awarded, one other supervisor moderates the personal project, after which they arrive at a mutually agreeable level for each criterion. Before uploading the final grades on IBIS, the Personal Project Coordinator and MYP Coordinator review the final criterion levels for all the Personal Projects. Criterion levels and comments on students' progress are also reported on Toddle.

Professional judgement

When determining a final grade, the teacher uses all summative assessments, to determine the most appropriate final grade for each of the criteria. The teacher must use his or her professional judgement to arrive at the grade that best fits the student's achievement.

Peer Assessment and Self Assessment

Edubridge International School strongly supports the use of Peer Assessment and Self Assessment as part of the assessment process. Middle Years students have a pretty good idea about checking assessments against criterion, and they often demonstrate a surprising level of sophistication when asked to make self and peer assessments. Encouraging and developing such candour and sophistication also makes students better learners.

Procedure for Missed Assessment

If a student misses an assessment, it is the teacher's option to either:

- a) not include the assessment task, and assign an overall grade using the other assessments, or
- b) provide a make-up assessment task

Edubridge International School strongly encourages full and complete attendance, and we do not advise that students go on holiday during school time. If parents opt to take their children out, any assessment missed is solely the student's responsibility. Teachers are not required to provide extra classes and makeup tests.

Subject Choices and Subject Group Flexibility:

The Language Acquisition options currently offered are Hindi, French and Spanish. In MYP 1, 2 and 3 students have to do all eight subjects. They do both Visual Arts and Performing Arts (Music) in each semester. In MYP4 and MYP5, they have a choice of doing six subjects. Students do five subjects which are Language and Literature (English), Language Acquisition, Individuals and Societies, Science and Math. They choose one subject from Design, Visual Art, Music and PHE as the sixth subject.

MYP eAssessments

ePortfolios

All students will take **one out of** Design, Physical and Health Education, Visual Arts, or Music

ePortfolios contain work produced by students in the course of their general MYP studies. The IB supplies for each subject a partially completed unit plan and assessment tasks which students must complete. These are marked by teachers within the school, with the marks then being submitted online to the IB.

On the basis of the marks received, the IB's systems will request that the ePortfolios of work of specific students are uploaded, so that an MYP examiner for that subject can verify if the marks awarded within the school are in line with the global standard for the subject, and can adjust these if needed.

ePortfolio work is coursework of the same type that students must do within the MYP whether or not they are taking eAssessments at the end.

On-screen assessments

There are six on-screen assessments in language and literature, language acquisition, individuals and societies, mathematics, sciences, and interdisciplinary learning.

We encourage students to register for all six, unless, in the case of students with learning challenges, they may not appear for some or all of the on-screen assessments. This will be dealt with on a case-to-case basis.

The on-screen interdisciplinary learning assessment is based on material released a few weeks prior to the exam itself taking place. This material is used to help prepare students for the on-screen assessment, which, like all MYP assessments, is conceptual in nature, and thus is not limited to assessments which can be 'revised for' through memorising factual content. Edubridge students who have taken this on-screen assessment previously have achieved reasonably well in it overall.

However, any students who wish to attain the full MYP Certificate awarded by the IB should take all of the six on-screen assessments, as required for that.

Individual grades and the MYP Certificate

Individual grades

Students receive a formal individual grade of between 1-7 for any individual on-screen or ePortfolio assessment component they take.

All MYP students in any school must complete the Personal Project, and will receive a formal final 1 – 7 grade for that also.

The MYP Certificate

As a reminder, students must meet the following criteria in order to be awarded an MYP Certificate:

Complete on-screen examinations in:

-  Mathematics
-  Language and literature
-  Language acquisition
-  Sciences
-  Individuals and societies
-  Interdisciplinary learning

Complete ePortfolios (coursework) in:

one of physical and health education, arts, or design

Complete the MYP Personal project.

Students must therefore fulfil eight academic components – 6 on-screen assessments, 1 ePortfolio, and the Personal Project - to be awarded the MYP Certificate. Each on-screen assessment, ePortfolio and the Personal Project is awarded a final grade 1-7. If students complete all eight components as required for the MYP Certificate, they can achieve a maximum total of $8 \times 7 = 56$ points overall. In order to be awarded the MYP Certificate, they are required to do the following:

- achieve a grade of 3 or higher in each individual component
- achieve a total points score of 28 across all eight components

- Students must also meet school requirements for participation in community service (service as action) to be awarded the MYP Certificate, and schools are asked to confirm that is the case for each individual student.

eAssessments, school internal examinations, and school transcripts

Transcripts are formal records of individual students' school achievements covering grades 9 - 12, and which may be used by other schools and colleges as part of entry / admissions procedures. It is important for a school, therefore, to ensure that transcripts produced for students are consistent in the information they provide.

Our policy on transcripts is therefore as follows:

- 👉 Achievement grades placed on student transcripts for all grades from MYP4 - DP2 will be derived from ongoing in-school assessment.
- 👉 MYP eAssessments are optional for schools and individual students to take. Grades and – where relevant, the MYP Certificate – represent external achievements in subjects which are certified and validated by one of the most respected examinations bodies in the form of the International Baccalaureate Organization (IB). Where students take eAssessments, therefore, they can choose to add those results as a separate column to the relevant subject(s) on their transcript. These could be a very valuable addition to that, given that they are externally assessed, globally standardised, and fully endorsed by the IB, and as such have a greater credence than grades derived only from internal assessment, where standards applied by a school on its own may not be so clear to external bodies, and has not been set to a common international standard.
- 👉 Since MYP eAssessments are optional, students will also have an option as to whether results from these are included on their transcripts.
- 👉 The Personal Project is a required element of the MYP for all students in the programme globally, regardless of whether they undertake any other eAssessments of any kind. The Personal Project grade will therefore be included on all student transcripts.

What can eAssessment grades and certificates be used for?

eAssessments are recognized by the Association of Indian Universities and can be used as part of an admissions process for university entry within the country. The likelihood is that students who take eAssessments will subsequently carry on to take IB Diploma examinations, and it will be these later results which are used in such admission applications. They can also be used for entry into junior colleges, and it should be noted that colleges and universities are more likely to recognize such results than those which come only from a school's own internal assessment.

Elsewhere, there is generally no particular requirement for eAssessment results, though as externally-validated assessments these may add credence to a student's application to further educational institutes, and can serve as final grades to present in cases where a student does not have any further educational qualifications.

Students who carry on to further courses and grades such as those which form a part of the IB Diploma programme may well find that they do not need MYP eAssessments for any formal purposes. They will always, however, be a testament to a student's willingness to test him- or herself against an external examination and grade validation system.

For students who may need to provide some record of academic achievement over the course of MYP 5 to DP2, and possibly beyond where further examinations are not taken, the MYP eAssessments and the grades which students may achieve for those are likely to be formally recognized by other schools, colleges and universities; and to carry more weight than results generated entirely from schools' own internal procedures.

For these reasons, we strongly recommend that Edubridge students take the MYP eAssessments. We hope that students can make decisions about what may represent the most successful use of eAssessments for themselves overall, and can use them in whatever way(s) may be most beneficial in relation to their school transcripts.

MYP teaching and learning, and eAssessments

While we very much encourage students to take eAssessments in MYP5, the following should be noted in relation to MYP teaching and learning:

- ✿ Like all IB programmes, the MYP is strongly based on learning in the forms of conceptual understanding and higher level critical thinking skills.
- ✿ The on-screen eAssessments are all based on tasks which students should be experiencing as a matter of course over their MYP studies in general, regardless of whether they will be taking eAssessments at the end or not. It is important to note, therefore, that most if not all of the MYP teaching and learning which goes on in general should be 'preparing' the students for eAssessments.
- ✿ What we will be doing is ensuring that tasks similar to those found in the on-screen assessments, and ePortfolio tasks, are integrated within the units and course teaching over the MYP grade levels as a whole – these should, as mentioned above, be found in MYP courses in any case.
- ✿ We will also endeavour to provide more practice in eAssessment-type examinations within our own in-school examinations which take place twice each year.

The process for e-assessment will be as follows:

- 🌴 eAssessment choice and consent forms will be sent out to students and parents. These will determine which eAssessment components individual students will be registered for.
- 🌴 Registration for eAssessment components has to be carried out on the IB's online system by 15th October each academic year. Any changes or additions to registration details following that date is liable for charges which the IB levies for these.
- 🌴 Students will engage in ePortfolio work in accordance with the IB's timelines and requirements for this.
- 🌴 Students will take the on-screen assessments at the times designated by the IB, in May. The option of a retake examination in November will be considered, as and when required.
- 🌴 eAssessment costs are payable by parents and costs will be payable prior to students being registered. As mentioned above, late registration incurs additional fees which are levied by the IB.
- 🌴 Enquiry Upon Results can be requested for issues with e-assessment results.

Reporting in the MYP

Reporting is the concise summary of summative assessment as it is reported to parents and written to a student's transcript.

Reporting Format

Report Cards:

The report cards indicate a final overall grade reported on a scale of 1 to 7.

- 🌿 Comments are written for all subjects.
- 🌿 The grades are cumulative, meaning that we continue to report student achievement as it changes throughout the year. Thus, the second semester grades are a combination of work from the previous semester.
- 🌿 Report cards are issued at the end of each semester. There are 2 semesters in the school year.
- 🌿 A settling-in report is prepared early in the first semester.
- 🌿 The end of Semester 1 is January 2nd week (report on last week of January).
- 🌿 The end of Semester 2 is June first week (report on first week of June).

Parent - teacher - student meeting (PTSM)

These give the parents information about the students' progress, development and needs, and about the school's programme. Teachers use this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. In the MYP, these are held thrice a year – once after two months of school reopening for the new academic year (end of September - early October), in January (end of first semester) and in June (end of academic year).

In addition to these scheduled meetings (formal), teachers and parents are encouraged to arrange meetings any time there is a need (informal). Parents are always welcomed at the school. Edubridge International School makes a deliberate effort to make parents feel welcomed and encourages parents to participate in the education of their children. In the rare case where a parent confronts a teacher inappropriately, the school administration steps in to calm down the situation and resolve it amicably.

The PTSM dates are marked on the school calendar and shared with adequate prior notice. Parents and students are required to attend it.

Communicating assessment results lower than a 3

When students take an MYP course, the teacher has an ethical and professional responsibility to explain how the students will be assessed. The teacher should point out that the primary purpose of assessment is to encourage learning and that MYP assessment is continuous. The teacher should assume that each and every student is a competent learner capable of achieving a passable standard in the course. As soon as a teacher has evidence otherwise, and believes that a student is likely to score a 1 or a 2 as a final grade, the teacher should inform the MYP Coordinator via an email. The MYP Coordinator and the teacher will then decide the best course of action, which might include a communication to the parents, a meeting with the student, or a meeting with the learning support team. Strategies are then deployed to help the students improve their understanding,

Assessment in the DP at EIS

Common assessment practices in the DP

This policy is a guiding document for all prospective and existing DP students, their parents, teachers and administrative staff of EIS. The DP assessment policy is well aligned with the school's assessment policy as well as the IB Diploma Standards and Practices. This policy is a flexible document that is subject to any relevant changes so long as they meet the IB requirements for the improvement of the practices of assessment.

EIS School based assessments, standardisation and moderation

Formative and summative assessments form the assessments at DP. However, monthly summative assessment grades and the end of semester grades are cumulated to give a final semester grade. The purpose of these assessments is to enable students to demonstrate mastery of the skills required for their final IB examinations. Teacher collaboration is essential where more than one teacher is involved in teaching a course, as schemes of work must be developed collaboratively. Final internal assessments are sent for moderation as school samples. At EIS all teachers of a specific subject standardize their marking so that any moderation adjustment derived from the sample submitted to the IB has an appropriate effect on the marks of all students in the school. On a semester basis,

teachers conduct moderation of assessments and this is seen as an important aspect of professional development. The internal standardisation is a collaborative process by which a common understanding of assessment is achieved among teachers. The process begins with creation of assessment tasks and where there are two teachers in a subject, teachers collaborate to arrive at a common understanding of the component's objectives and mark scheme which is then shared with the Head of Department (HOD). It is the HOD who organises and ensures standardisation of assessments takes place within the department. They check that the summative assessment/examination is made according to the appropriate component objectives or rubrics, grade boundaries and course expectations. In case there is only one subject/level teacher, the HOD collaborates with the teacher directly. During the academic year, internal moderation or quality checks are conducted within departments to ensure that internally marked coursework and assessments meet the standards defined by the IB. This ensures that students get a true reflection of the marks they will receive. The teachers' professional judgement of students' achievements are based on a range of assessments, objectives and the IB published grade boundaries are kept in check while deriving a final grade.

IBDP Core components

The DPC, TOK Coordinator, CAS Coordinator and EE Coordinator conduct induction sessions for Grade 10 students in March to familiarise students to the DP programme requirements including CORE. There are separate sessions for DP 1 students and parents regarding DP guidelines and requirements which also includes the CORE when the new academic year begins.

Creativity Activity and Service (CAS) - At EIS students must complete a minimum of 3 experiences per strand each semester which are aligned with the 7 learning outcomes. They are assigned a supervisor for the activity and will maintain a CAS portfolio that includes an action plan, implementation evidence and reflections of their initiative. The CAS adviser and CAS coordinator review the portfolio and students must complete 3 CAS interviews before the culmination of their CAS journey. CAS updates are provided to the parents via Toddle as well as the semester end reports, however no grade is awarded. CAS is to be completed over the course of 18 months and the CAS portfolio completion is a must to achieve the IB Diploma.

Extended Essay (EE) - Each student completes an EE in the subject of their choosing. This progress will be in the form of comments from the EE supervisor. No grades will be awarded. The EE is to be completed over the course of 18 months and updates are provided to the parents via Toddle as well as the semester end reports. Since the EE is moderated by the IB, no grades are reported on the school reports. However students must be awarded a minimum 'D' grade in order to achieve the IB Diploma. The supervisor's feedback on the final draft submission must be taken into strong consideration.

Theory of Knowledge (TOK) - TOK assessment components comprise the exhibition which is completed in Year 1 and the essay which is completed in year 2 of the programme. TOK progress will be reported in the report card from first semester first year onwards. This progress will be in the form of comments from the TOK teacher/Coordinator. No grades will be awarded. However students must be awarded a minimum 'D' grade in order to achieve the IB Diploma. The supervisor's feedback on the final draft submission must be taken into strong consideration.

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

*Source: Figure 65 Core points matrix. Ibo
("Assessment principles and practice- Quality assessments in a digital age" 220)*

Some key features of Diploma Programme assessment include the following

- 🔍 Prioritising criterion-related assessment over norm-referenced methods, focusing on students' performance in relation to predefined levels of achievement rather than comparisons with peers.
- 🔍 Distinguishing between formal IB assessment and school-developed formative processes.
- 🔍 Emphasising accurate demonstrations of student performance, moving beyond averaging grades and valuing comprehensive understanding.
- 🔍 Evaluating overall student comprehension at the course conclusion, encompassing the entire curriculum.
- 🔍 Tailoring assessment modules to each subject's unique criteria, especially for Languages and Mathematics.
- 🔍 Implementing formal report cards for semester exams within 3 weeks of their completion.
- 🔍 Conducting annual curricular briefings for parents at the start of each IBDP year to communicate curriculum and assessment expectations.
- 🔍 Integrating formative and summative assessments, leveraging IB assessment insights to aid students' ongoing improvement.
- 🔍 Utilising diverse tools such as written exams, practical work, projects, portfolios, discussions, and oral assessments for students to showcase their learning.
- 🔍 Encouraging self-directed application of prior knowledge through various assessment methods.
- 🔍 Releasing subject-specific Assessment Criteria early in the academic year, developed in

collaboration with subject teachers.

- 🐟 Providing subject guides with descriptions to outline requirements for meeting specific aspects of the curriculum.
- 🐟 Achievement grades placed on student transcripts will be derived from ongoing in-school assessment.
- 🐟 Promoting academic integrity using Turn-it-in for plagiarism detection, with reference to the academic honesty policy for more information.

Grading and Academic Reports

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement in the particular subject together with an appropriate range of marks that conform to the stipulations laid down by the IBO. The grades and marks awarded by teachers for assessed work and reports will only be based on the standards of performance outlined in the subject specific percentage grade or mark boundaries for the component being assessed. The outcome of every semester assessment in each subject is out of a maximum 100 marks. These make the cumulation of all summative assessments in a semester (inclusive of semester exams). These marks will then be converted into 1 to 7 scale as per the grade boundaries of each subject. The school will be using subject-specific IB criteria to indicate levels of achievement. At the end of each semester, students will be issued with numeric grades from 1 to 7 for each subject entered. For reference purposes, here are the subject specific [DP grade boundary descriptors](#).

Marks and grades in the DP

DP Marks	DP Grades
<p>🍒 Marks are given to reflect how much of a question the candidate has answered correctly and the allocation of marks is different for each question and subject examination.</p> <p>🍒 In marking, a candidate is given credit for the work they have produced against a mark scheme or similar framework. This is an indication of the degree of the assessment task they got</p>	<p>🍒 A grade describes the level of the candidate’s performance and should mean the same for every examination, year and subject.</p> <p>🍒 In deciding a grade, the examiner is making a judgement on the quality of the candidate’s work against a defined standard which will take into account the difficulty of the task as well as the proportion of the task that was completed. The grade therefore has some meaning or relevance and is usually intended to be comparable with performances on other assessments.</p> <p>🍒 A Predicted Grade is the teacher’s estimation of the grade a candidate is expected to achieve in a subject. A PG is based on:</p> <ul style="list-style-type: none"> • all the evidence of the candidate’s work • the teacher’s knowledge of IB standards PGs are required for all subjects, including TOK and the EE but excluding the CP reflective project. It is important that each prediction is made as accurately as possible, based on the grade descriptors that are available in DP Grade descriptors (December

right. The mark itself has no other meaning.	2017). Please note, teachers should base their PGs on expected overall performance for a subject. The PG should reflect their overall understanding of and likely performance in the subject as a whole, not just on coursework task(s).
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Monthly summative assessments

To enable students to develop the necessary skills for the end of the course examination and IB coursework, EIS will conduct various kinds of assessments which will be reflected in the report cards of the students. There will be at least one monthly formative and summative assessment per subject but not in the first month of the semester (August and January) and the last month of the semester (December and May). All summative assessments are booked on the digital calendar that is accessed by students, parents and teachers. There will be a maximum of two summative assessments per day to avoid over assessing DP students. DP teachers are all expected to confirm the number of assessments before setting a task or booking on the digital calendar. DPC monitors this DP calendar to ensure there is no overassessing. DP teachers are encouraged to use IB assessment criteria (rubric) from the subject guides for the appropriate subject component in grading summative assessments. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students also engage themselves in conducting peer and self assessment.

End of semester examinations

These are written examinations and will be modelled on the final IBDP examination format. All assessment instruments during semesters are designed to train students for the final IB examination. Rubrics for each subject is framed by the respective teacher as per the assessment objectives of the respective subject, (provided in the IBO subject guide for each Diploma subject). This examination report will contain the same weightage for written examinations and internal assessments.

DP Reports

The reports indicate a final overall grade reported for each subject on a scale of 1 to 7

-  Comments are written for all subjects and teachers identify a learner profile attribute that the student has developed the most, over the semester
-  The grades are cumulative, meaning that we continue to report student achievement as it changes throughout the year. Thus the semester grades are a combination of work from the previous semester
-  A settling-in report is prepared early in the first semester
-  Report cards are issued at the end of each semester. There are 2 semesters in the school year. The first Semester is generated in January, and the second semester report is generated in May

Internal Assessments (IAs)

DP Candidates will be assessed both internally and externally. In all subjects at least some of the assessments will be carried out internally by teachers before it is moderated by an external moderator, who marks individual pieces of work produced as part of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. Students must complete an IA (Internal Assessment) for each DP subject. DPC and DP teachers collaborate to design the IA submission calendar which is shared with students and parents. The DPC will ensure that the school submission deadlines are set prior to the IB submission deadlines. Therefore, the EIS assessment calendar entails student deadlines, subject teacher deadlines and DPC deadlines. The design is to ensure there is no unnecessary pressure on students and teachers.

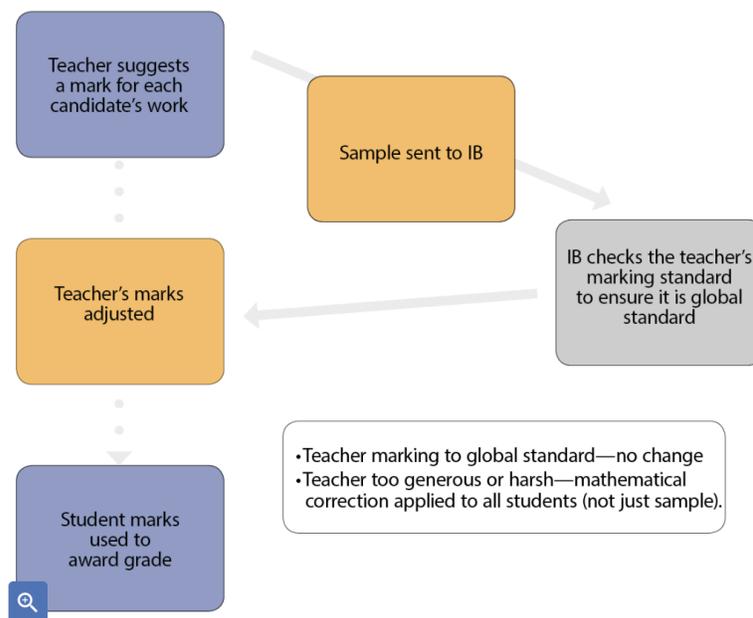


Figure 49 Overview of moderation
(“Assessment principles and practice- Quality assessments in a digital age”166)

Diploma Examination

DP Candidates will be assessed both internally and externally. The final IB DP external examinations are administered at the end of the two-year course and are designed by the IBO. The examination format includes some multiple-choice tests, and a variety of other assessment tasks such as essay type responses, research essays, written assignments, case study responses, etc.

DP Assessment Cycle

The school plans a system that will conduct three terminal examinations, and one preliminary (mock) examination over the course of the 2 year programme. All semester examinations will have a formal reporting system. A report card is generated and shared with students and parents. The assessment criteria (rubrics) will be made available to students with descriptions to indicate what is expected in order to meet the requirements of a given aspect.

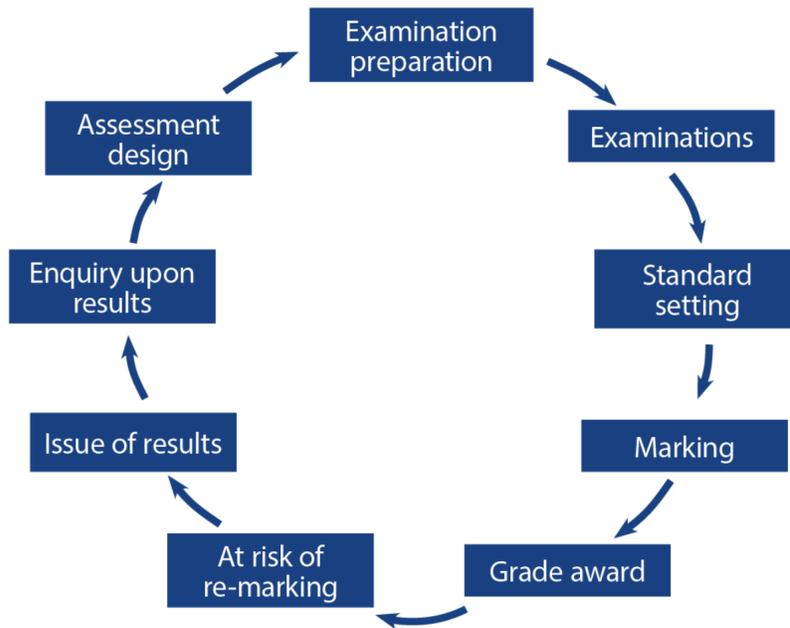


Figure 40 The assessment cycle
 ("Assessment principles and practice- Quality assessments in a digital age"132)

Stage of assessment cycle	Description
Exam preparation	The process of creating each individual examination. It covers everything from deciding on the topics the questions will cover, through writing and editing the specific questions, translating into other languages, arranging and preparing them in the correct format, and finally doing the necessary quality checks.

Examinations	This part of the process is where the candidates take the assessments in schools.
Standard setting	This is the process where the senior examiners explain how to mark candidates' work to their examiner teams, and identify the "definitively marked" scripts which will be used to check examiner quality.
Marking	This involves examiners looking at individual candidates' work and deciding how many marks to give it. They must follow the instructions set by the principal examiner and are regularly tested to make sure they are doing so correctly.
Grade award	Where our senior examiners decide how marks (which depend on the exam) should be converted to grades (which always mean the same).
At risk re-marking	The final quality check on the marking. It focuses on any areas where we have evidence that an issue may exist.
Issue of results	The release of results to schools and candidates. This also covers mainly administrative processes like determining whether the course results mean the candidate has passed the programme, and sending transcripts to universities.
Enquiry upon results	The opportunity for schools to highlight where they think there has been an error in the examination process and ask the IB to look again at the candidate's work. The EUR can be addressed with the DP Coordinator as soon as the results are declared to candidates.

Assessment design

The most important aspect of closing the assessment cycle. To learn from the experiences of candidates undertaking examinations and to improve what we are intending to assess and the approach we take, including the number and type of assessment tasks.

Procedure for absence, missed Assessments or work

- 🐾 If a student is **absent**, the student must take the responsibility to find out from teachers or a classmate what learning was missed and how to make up any assignments and class work.

Edubridge International School strongly encourages full and complete attendance, and we do not advise that students go on holiday during school time. If parents opt to take their children out, any work missed is solely the student's responsibility. Teachers are not required to provide extra classes, makeup tests or specific work to be completed.

- 🐾 If a student **misses an assessment**, it is the teacher's option to either not include the assessment task, or provide a make-up assessment task

If a student misses an assessment and/or evaluation tasks (such as tests or assignments) the report grade may be "INCOMPLETE". If this becomes the case, teachers will inform the DP Coordinator via email. It is important to note that an EIS student has a number of opportunities where they are assessed during the year and their overall performance will account towards their final grade.

- 🐾 If a student **reaches late for an exam**, they are not given extra time to complete the assessment

Continuous Improvement of the Assessment Policy:

The process of reviewing and revising the Assessment Policy is:

- 🍄 The School Administration appoints a Review Team from the school community.
- 🍄 The Review Team reviews the School Assessment Policy.
- 🍄 The Review Team solicits input from the wider school community about the School Assessment Policy.
- 🍄 The Review Team reviews current literature on assessment and best practices
- 🍄 The Review Team cross-checks the Assessment Policy against other school policies, such as Language Policy and Inclusive Education Policy and makes the required linkages.
- 🍄 The Review Team revises the Assessment Policy, if required.
- 🍄 The Review Team submits the revised Assessment Policy to the School Administration for approval. If the Review Team and the School Administration feel that the Assessment Policy has undergone a major revision, then the new policy is submitted to the Governing Board for approval.
- 🍄 The School Administration communicates the revised and approved Assessment Policy to the school community.

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Period of Review: April 2023 - August 2023

Name of the Reviewer	Role
Ms. Shahima Shaikh	EYP Teacher
Ms. Tanaz Hataria	PYP Teacher
Ms. Bhakti Kambli	PYP teacher
Ms. Prachi Shah	PYP teacher
Ms. Kanchan Lokhare	PYP-MYP Teacher

Mr. Sachin Tonape	MYP-DP Teacher
Mr. Anil Pereira	MYP-DP Teacher
Mr. Ahmad Kamran	MYP-DP Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

