

Assessment Policy

Following IB standards (from 'Programme standards and practices' document published by IB in October 2018 and last updated in April 2020) were kept in mind while reviewing the assessment policy:

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment.
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth.
- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation.
 - DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

Assessment

Assessment at the Suncity School International Academia reflects the IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the Diploma programme.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the DP programme.
6. The school has systems for reporting student progress aligned with the assessment philosophy of the DP programme.
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the DP extended essay.

1. Philosophy and principles

As per the publication by IB titled, 'Assessment principles and practices – Quality assessments in a digital age' published in July 2019 (Ref. page 41-42), assessment can be used for different purposes and traditionally there are two broad reasons for doing assessment are formative and summative. Formative assessment aims to develop a student's capabilities by providing detailed feedback on the nature of the student's

strengths and weaknesses to teachers. Summative assessment on the other hand focuses on measure the level of attainment of a student in comparison to what is expected to be attained. It also checks the level of readiness of a student to progress to the next stage of education.

Assessment of the DP is based on the following aims, which are elaborated in the remainder of this section.

1. *DP assessment supports the **curricular and philosophical goals** of the programme, through the encouragement of **good classroom practices and appropriate student learning**.*
2. *The published results of DP assessment (subject grades) have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.*
3. *DP assessment reflects the **international mindedness** of the programme wherever possible and avoids cultural bias and makes appropriate allowance for students working in their second language.*
4. *DP assessment pays appropriate attention to the **higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking, creativity)** as well as **the more fundamental cognitive skills (knowledge, understanding and application)**.*
5. *Assessment for each subject includes **a suitable range of tasks** and instruments/ components that ensure all objectives for the subject are assessed.*
6. *The principal means of assessing student achievement and determining subject grades are the professional judgment of experienced senior examiners, supported by statistical information.”*

Suncity International Academia’s IB team believes in the aptness of the philosophies and principles stated above. Further development and opportunities for collaborative action will be an ongoing project, to be taken **once in two years** (under normal circumstances) with the involvement of IBDP Coordinator and the members of the Pedagogical Leadership Team.

2. Assessment practices

Assessment tasks

The Diploma programme assessment tasks at Suncity International Academia are based on curriculum requirements of the CORE elements (CAS, TOK and EE) and subjects chosen from the six subject groups offered by IB.

- **Formative assessment tasks**
This is achieved through various tools and techniques such as classroom discussions, class tests, presentations, debates, development talks, observations, anecdotal evidence, reflection exercises etc. Every subject teacher prepares a monthly formative assessment report which contains information on the modification of teaching and learning practices done throughout the month to improve student learning. These modifications are based on the feedback obtained by the activities undertaken by teachers and/or by students.
- **Internal assessment, TOK exhibition and essays and Extended Essays**

These tasks are rigorously controlled by IB subject requirements. These are criteria based (except TOK exhibition and essay, which is based on global impression marking) and the nature of criteria related assessment are taken up in the introductory programme in the first month of DP year 1 and continually developed and updated through the two-year diploma programme.

As the nature of preparation of the final examinations is focussed and demanding, deadlines for all IA's, TOK commentaries and essays and Extended Essays are set with the purpose of giving all students the greatest opportunity of concentrating solely upon the final exams as they approach.

- **Group 4 project**

The Group 4 project Planning phase(4 hours) is completed towards the end of DP Year 1 and the Action phase (6 hours) is completed in the beginning of DP year 2.

- **Summative assessment tasks**

Preparation for the final examination period is undertaken throughout the whole programme. The internal exams which are summative in nature are planned as follows:

DP YEAR 1:

- Half yearly examinations (towards the end of Semester 1)
- End of year examinations (towards the end of Semester 2)

DP YEAR 2:

- Half yearly examinations (towards the end of Semester 3)
- Mock examinations (one month prior to the start of the final DP examinations)

The summative assessment plan of a given subject is based on the assessment components prescribed as per the subject guide and the extent to which a subject teacher has been able to cover them as teaching and learning progresses through each semester. The course outline prepared by a subject teacher at the beginning of the two-year DP cycle for a DP cohort, gives a fair idea of the topics that need to be covered before the start of the summative assessments conducted by the school internally.

The questions are comparable with DP standards and reflect the prescribed assessment objectives as per the subject guide. The weighting of different assessment components for a given subject is different for different summative assessments, as it depends upon how the subject has progressed in terms of syllabus completion and the level of attainment of related assessment objectives. The assessment components of **Mock examinations**, however, closely aligns with the structure of the final DP examinations.

Grading and marking

Marking and grading of assessment tasks is up to each individual core/subject teacher. However, each teacher is required to be up to date with current practice and expectations of their subject by attendance at IB authorised workshops and by regular use of the 'My IB' platform (*Programme Resource Centre* and *Programme Communities*). In order to have a standardized approach to assess the performance of students in an internal summative examination, the final marks (in percentage) obtained by a student in a given subject is compared with the IB published grade boundaries of DP examinations. Currently, the grade boundaries of May 2019 DP examinations are used at Suncity International Academia for reference purposes.

Criteria for tasks requiring them is be explained clearly to students and subject teachers assist students in understanding their own progress through the tasks. This allows the students to become independent learners through self-assessment and discussions with their teacher. Further, students are encouraged to undergo a self-reflection exercise in which they think of ways and strategies that could help them in moving from a lower level of attainment to a higher one. This exercise is done with an intention to develop 'meta-cognitive' skills within the students, in order to make them responsible life-long learners.

Recording and reporting

The summative assessment results are published on an online Parents' portal through a web-based reporting system (CampusCare) within two weeks after the end of a summative assessment.

Suncity International Academia follows the IB's grade scale, which is 1 (low) – 7 (high). The **Achievement Grade** reflects the level of attained academic competency and the **Effort Grade** reflects the level of commitment. The table below further elaborated this:

Achievement Grade	Effort Grade
7 (Excellent)	A (Excellent)
6 (Very good)	B (Good)
5 (Good)	C (Satisfactory)
4 (Satisfactory)	D (Not adequate)
3 (Just below satisfactory)	
2 (Not adequate)	
1 (No achievement)	

Teachers keep the grade descriptors for their respective subjects in mind, while undertaking formative assessment tasks. This helps them to have a better sense of direction while working on the feedback obtained through these tasks. The formative assessment is achieved through various tools and techniques such as classroom discussions, class tests, presentations, debates, development talks, observations, anecdotal evidence, reflection exercises etc. Every subject teacher prepares a monthly formative assessment report which contains information on the modification of teaching and learning practices done throughout the month to improve student learning. These modifications are based on the feedback obtained by the activities undertaken by teachers and/or by students.

For summative assessment, the numeric grades are used along with the details of the grade descriptors. The grades obtained by a student in the internal summative assessments also serves the purpose of helping a teacher to decide on the predicted grades for students which

are submitted during the course of university application for undergraduate courses. The time of the year when the predicted grades are to be provided to students depend upon the category of admission under which they intend to apply (EA-Early Action. ED-Early Decision, RA-Regular Admission etc.) The approach followed by Suncity International Academia teachers is as follows:

**PREDICTED GRADE
CALCULATION- EA/ ED (1st
November)**

Name of examination	Marks % of HY (Year 1)	Marks % of EOY (Year 1)	Subject teacher's discretion*
weighting	20%	70%	10%

**PREDICTED GRADE
CALCULATION- RA (25th
December)**

Name of examination	Marks % of HY (Year 1)	Marks % of EOY (Year 1)	Marks % of HY (Year 2)	Subject teacher's discretion*
weighting	10%	30%	50%	10%

**PREDICTED GRADE
CALCULATION – IBIS (1st
April)**

Name of examination	Marks % of HY (Year 1)	Marks % of EOY (Year 1)	Marks % of HY (Year 2)	Marks % of ME (Year 2)	Subject teacher's discretion*
weighting	10%	20%	25%	35%	10%

* based on student's work ethics, sincerity, potential, progress in subject-specific IAs and scope and pace of improvement shown

Assessment data

Individual teachers are responsible for an analysis of their own assessment data to inform mentors, tutors and, where appropriate, parents of students as they progress through DP subjects and core investigations. Exam session subject reports are also used by individual teachers to inform and adjust teaching and learning in their respective subject. At the beginning of each year the IB teaching team analyses the previous session's exam results to the same end.

Study groups and individual tutors for identified students

To encourage good study habits and skills, IB teachers insist upon students joining study groups from even the pre-DP year. Students in later years are able to choose tutoring of students in earlier years or who require extra help. Further, an on-going check on students who begin to show indications of “failure” through absence, poor results and missed deadlines are made (IBDP Coordinator and Home Room Tutor work collaboratively). Students identified by this process are offered extra teacher help through *foundation strengthening* classes.

HomeTASK

HomeTASK/Assignments are essential from the start of DP. Students are required to manage their self-study time along with the home assignments to be completed after school hours. Teachers put a deliberate effort in helping students in developing their time management skills through strategies. This helps the student in managing the time at their disposal and also ensures that there is no last-minute rush in meeting the submission deadlines internally set by the school.

Connection with other policies

Special Education Needs Policy

Early identification of students with special needs is crucial in offering those who are diagnosed as requiring special help and assistance in minimising the effects their diagnoses might have as consequences. As a general principle, students in need of an access arrangement are provided the same, as per the recommendation by SEN educator. These arrangements apply to all assessment tasks and activities (including the final DP examinations). It is the responsibility of IBDP Coordinator to ensure that all the necessary permission is sought from IB for such cases.

Language Policy

The language needs of all students are considered while creating and implementing different assessment tasks. In principle, all DP teachers are considered as Language teachers, and they are expected to provide constructive feedback to students on their use of language.

Academic Integrity Policy

Students are expected to adhere to all requirements and guidelines enshrined in the academic integrity policy of the school while dealing with any type of assessment task or activity (including the subject specific internal assessments and non-examination externally assessed components like Extended Essay and Theory of Knowledge essay)

Note: Various softwares are used to ensure and reinforce the Academic Integrity Policy

Important: The assessment policy will be reviewed by the IBDP coordinator along with the members of the pedagogical leadership team once in two years.

Revised on 13th August 2022 (IBDP Coordinator and members of the Pedagogical Leadership Team of Suncity International Academia)

Revised on 5th July 2024 (IBDP Coordinator and members of the Pedagogical Leadership Team of Suncity International Academia)