

## NPS International School

### IB Diploma Programme Assessment Policy

Assessment in the IB Diploma Programme aims to support the goals of the programme and encourage student learning. To this end the policy indicates that assessment is a combination of formative and summative tasks that ensure that student's strengths and needs are adequately addressed. At NPS International we recognize that teaching and assessment are interdependent and thus the following practices are observed:

Assessments are:

- Designed by teachers so that different methods of assessing are incorporated
- Varied and include [but is not restricted to] the following types:
  - Presentations
  - Oral tasks
  - Group experiments and discussions
  - Short answer tests
  - Formal pen and paper examinations/Extended Response answers
- Focused on gauging absorption of a broad range of concepts, attitudes, knowledge and skills.
- Criterion-referenced and using the IBO guidelines; students are made aware of individual subject/component requirements at the beginning of the course.

The school recognises the importance of the formative assessments and thus aims to ensure that these are varied and accurately designed to define the process of learning. To ensure that teachers are aware of the role of assessments in the programme, internal and external training on formative assessment techniques is ongoing, and often forms part of the Principal's weekly meetings and the IB Coordinator's meetings.

Department meetings are conducted to discuss the nature and frequency of the assessments. Formative assessments/tests are conducted to gauge prior knowledge [beginning of topic], process of learning [middle of topic] and consolidation of learning [end of chapter].

Students are assessed regularly [Formative and Summative Assessments] during the course of the programme so that

- Teachers have a good understanding of the student's interests, strengths and weaknesses.
- Data from assessments can be used effectively to enhance student learning.
- Effectiveness of teaching methods may be determined.
- All stakeholders are kept informed about the students achievements.
- Suitable accommodations for struggling learners can be devised.

At least five formative assessments are conducted to monitor the degree of student learning before summative assessments are conducted in each semester. In the 1st year of the Diploma students

write four summative assessments [2 Unit Tests and 2 Summative Exams]. In the 2nd year of the programme students write 1 Unit Test, 1 Summative Exam and 2 mock tests.

Grading is done by using subject-specific IB criteria to indicate levels of achievement. To ensure consistent marking standards, moderation procedures are carried out at the end of the assessment and marking cycle. The school has written Moderation Process [see Annexure 3] which applies to all examinations from Years 9 to 12. Moderation/Standardisation procedures in the Diploma assessments involve [but may not be limited to]

- Raw marking and data entry
- Sampling assessments
- Co-teachers checking marked samples
- Approval by Head of the Department in case of major discrepancies
- Data storage

There is also provision for an appeals process whereby the student is granted the right to appeal against a mark given. The NPSI appeals process is as follows:

- After the moderation process, marked answer sheets are handed back to students
- Students have the right to appeal against a grade/mark awarded by the teacher in the first instance within five working days of the distribution of answer scripts
- If the issue is not resolved after discussion with the teacher then the matter could be referred to the Head of Department for final resolution, in conjunction with the Coordinator/Principal.

At the end of each Unit Test [2] and Summative Examination [2] students receive a report card and achievement levels are indicated for each subject based on the IB 1-7 grade scale. TOK grades are reported after each Summative Examination. [See Annexure 1] Report cards are sent home so that parents are kept informed about the student's performance. Extended Essay supervisors also submit Extended Essay reports to the coordinator twice during the process of writing the essay. [See Annexure 2] Concerns [if any] are communicated to parents in meetings that are arranged for the purpose.

Assessment Access Arrangements are made for students with special needs in consultation with the Learning Support Coordinator. Arrangements include [but may not be restricted to] allowing for extra time, arranging for a scribe, use of a word processor, or other specific measures as required or recommended.

This assessment policy has been discussed with staff and has been posted on our intranet-based staff handbook along with all of the other policies of the school.

**Annexure 1-**  
**Sample TOK Report**

**Student Name:**

**11IB-A**

**Summative Report**

Subject: THEORY OF KNOWLEDGE

**Semester Content**

Introduction to Theory of Knowledge(TOK) in the  
IB Programme

Assessment Objectives in TOK: Essay &  
Presentation Introduction to Personal Knowledge  
and Shared Knowledge Introduction to the  
Knowledge framework

Overview of Ways of Knowing (WOKs): Language, reason, sense perception, emotion,  
intuition, faith, imagination and memory

Exploring different Areas of Knowledge (AOKs) focussing on scope, concepts,  
methodology, and knowledge questions: History & Ethics

**Objectives**

Students will be able to examine how academic disciplines/areas of knowledge generate and shape knowledge Students will be able to understand the roles played by ways of knowing in the construction of shared and personal knowledge

Students will be able to identify and analyse the various kinds of justifications used to support knowledge claims Students will be able to explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge

Students will be able to demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective

Students will be able to make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world

**Attainment Level: ----**

**Academic Honesty - THEORY OF KNOWLEDGE**

<b>Behavio</b>	<b>ALWAYS</b>	<b>MOSTLY</b>	<b>SOMETIM</b>
Exhibits personal integrity and good learning practice	/		

### Learning Behaviour Checklist - THEORY OF KNOWLEDGE

Behavio	ALWAYS	MOSTLY	SOMETIM
Demonstrates responsibility for own		✓	
Is able to communicate ideas in both written and oral forms		✓	
Understands concepts and is willing to explore new ideas	✓		
Completes research and assignments on	✓		
Shows concern and care for peers and other members of the school			

#### Teacher Remarks by

----- has completed a detailed discussion of ToK concepts, issues, visual representation and theories. She has also learned the art of synthesizing information to make valid, well-supported arguments and thoroughly interpreting a range of different perspectives and their implications.

**[SAMPLE EE REPORT]- Annexure 2**

**EXTENDED ESSAY PROGRESS REPORT**

**[To be submitted to IB Coordinator on \_\_\_\_ July 2015]**

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

IB Subject: \_\_\_\_\_

Notes:

On \_\_\_\_ July all students should submit to supervisors a substantial outline of their Extended Essays. By \_\_\_\_\_ August, students must have completed a draft (1500-2000 words) of their essay in order to receive feedback from supervisors.

Supervisor's Assessment:

Use the subject criteria to assess the student's level of performance to date. Award each student a process grade. This progress grade will be conveyed to the parents

Extended Essay Overall Progress Grade (Check one only):

EXCELLENT

GOOD

SATISFACTORY

MEDIOCRE

ELEMENTARY

COMMENT AS NECESSARY ON ANY PARTICULAR PROBLEMS

## *Annexure 3*

### *Criterion 5.6.3*

#### **Moderation Process**

##### **Purpose:**

To provide an effective internal verification system which will ensure assessment practices and decisions are regularly reviewed and evaluated. This will ensure the validity of course evidence and the award of the marks/grades.

##### **Scope:**

This procedure applies to all examinations from Years 9 to 12.

##### **Procedure:**

###### **1. Review of assessments/assignments:**

The HOD will review the assignments/assessments to ensure that learners do have the opportunity to meet all the assessment criteria.

- Review the assessment schedule
- Review the effectiveness of assessment planning
- Review the assessment of activities such as project work, performance, group work, practical work

###### **2. Raw Marking and data entry**

- The assignment is initially marked by the subject teacher **in absolute accordance with the assessment criteria** governing the assignment.
- During the marking of the assignment the teacher **annotates** in the margin exactly where the criteria have been satisfied and notes at the end of the assignment which criteria have not been met.
- The teacher then writes a mark **in pencil**. (**Applies to IB/IGCSE only**)
- This represents the **raw mark**.
- When all assignments have been awarded raw marks, the teachers submit the scripts to the Head of Department, who sorts them physically into a **raw rank order**.
- The Head of Department records the numbers of this raw rank order on an **Excel spreadsheet** containing the names of all candidates, which is provided to the HoD by the Coordinator.
- The HoD sorts the data in **descending order**

###### **3. Sampling Assessments**

- The teacher will submit 15% of the work for moderation. This will come from 5% top, 5% middle and 5% bottom group.
- Teachers to submit the sample to the HOD with the raw mark/grade and the assessment schedule
- Teacher must also submit the raw marks/grades for the whole cohort.
- The HOD may ask the teacher to submit additional assessment scripts if required.

#### **4. Moderation:**

- Teachers teaching the same year level and subject meet with assessment scripts to be moderated. HOD to coordinate this process.
- During the moderation process staff **work in pairs** with individual bunches of assessments/answer books/ essays, looking at each script in its rank order
- **No member of staff may moderate his/her own marking**
- While looking at each assessment/answer book/essay, they also establish whether the raw mark is correct by carefully considering whether all criteria have been assessed properly by the raw marker
- Moderators to critique and provide judgement and evidence for any change in grade/mark
- Any alteration to grades/marks is to be approved by the HOD by signing below the new grade/mark
- The HoD then records on the existing excel spreadsheet the **moderated marks** for each candidate, keeping the separate column of **raw marks** intact for reference purposes.
- The HoD sorts the data in descending order to create a **moderated rank order**.
- The HOD to submit a spread sheet with raw marks/grades and moderated marks/grades to the Coordinator.
- When all assessments/answer books/essays have been signed off by the HoD they are sent to the **Coordinator with the spreadsheet on top of the pile**.
- The coordinator checks through all of this work to ensure that it has been done properly and **approves, signs and dates the spreadsheet**
- The HOD to submit a report on the moderation process to the coordinator and the Principal after the completion of the moderation.
- All marks/grades to be given to students only after the completion of the internal moderation and the results are signed off by the principal.
- The entire exercise to be completed within 5 days of the completion of the examination/assessment and to be validated by the Examination Board.
- Once the moderation process has been completed teachers are free to provide feedback to students and write reports.

#### **5. Data storage, Security and Dispatching to the Board (where applicable)**

- All the answer books, assessments are to be safely stored away for a period of 6 months from the date of completion of the examination.
- In the case of IB/IGCSE essays the Coordinator to store the work with the spreadsheet in a locked cupboard until it is called up by the Board.
- **No teacher or student is allowed access to the essays after this point.**

When the Board calls for the sample, the coordinator submits the following items:

- i. The Sample
- ii. The duly signed and approved department moderation spreadsheet
- iii. A copy of this guide to NPSI moderation procedures

**Review of Policy:**

The Head of School, Principal, and Resident Director shall review the Moderation Process Policy annually