



**SRV International School**  
**(School Code: 060202)**  
**Assessment Policy**  
**(2022-2023)**



**Cambridge Assessment  
International Education**

Cambridge International School



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## **IB Mission and Vision Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **SRV International School Mission Statement**

We at SRVIS inspire and challenge our students to achieve personal excellence, pursue a passion for learning, be responsible global citizens and take the initiative to make a positive difference in the world.

## **SRV International School Vision**

Our international curriculum, holistic education and excellent academic assessments prepare our students for further studies around the world and position SRV International School as a well-recognized and sought after international school.

Our growing, energetic and enthusiastic international community of students, teachers and parents all would work together to provide a nurturing, inclusive learning environment. The learners will be equipped with the necessary knowledge, skills, beliefs and attitudes so that they would become world class peace-loving citizens.

## **IB Learner Profile Attributes**

The aim of all IB programmes is to create internationally minded people who strive for a better and more peaceful world. "**The Learner Profile**" lies at the core of IB, promoting child-centred and holistic learning. **SRVIS** sees the Learner Profile as the embodiment of the IB vision's learning outcomes. The ten qualities in the Learner Profile inspire teachers, students, and schools, defining "international-mindedness." **SRVIS** believes that

embracing the IB Learner Profile fosters global citizenship and applies to the whole school community.

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### **Overview of the document**

- 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 the 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.

### **Philosophy**

SRVIS believes that assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through **the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.** The prime objective of assessment in the PYP is to provide feedback on the learning process and not be judgemental.

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both.

## **Purpose of Assessment - Why and How do we assess?**

The purpose of the assessment is to reflect on the teaching and learning by the learner and the teacher and to inform learning and teaching. Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understands and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback.

This helps them reflect on their progress, set goals for their learning and engage them in making decisions about what they need to do to achieve these goals.

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

## **Characteristics of Assessment at SRVIS**

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

SRVIS believes that assessment needs to be

- **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.

Assessment practices in SRVIS integrate assessment **FOR learning, assessment AS learning and assessment OF learning**.

## **Developing Assessment Culture**

SRVIS strives to build a shared assessment culture. Strong communication, of the purposes of assessment and reinforcement of the value of assessment in the monitoring, documenting, measuring and reporting of learning, is important in building a shared assessment culture.

To establish an assessment culture SRVIS strives to

- Have rigorous assessments that are authentic.
- Develop assessment capability within the learning community.
- Have Integrated comprehensive assessments.



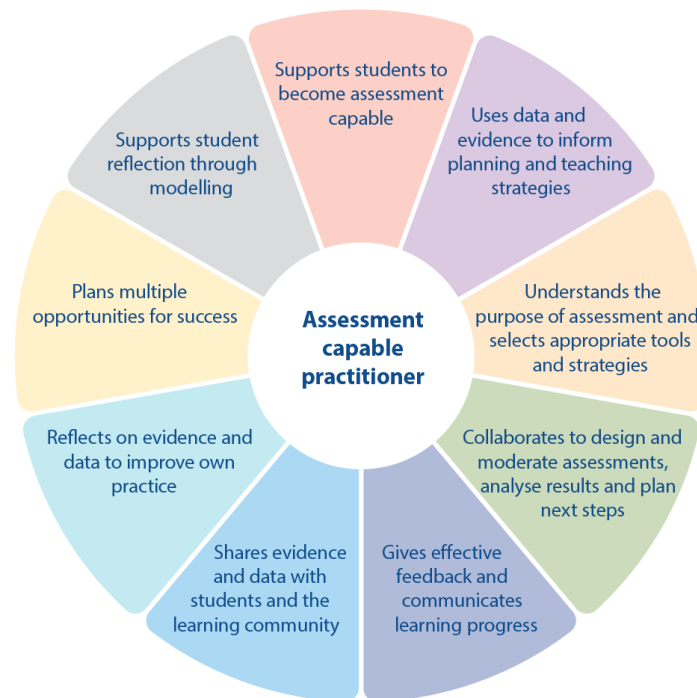
- Create opportunities for teachers to plan, reflect and moderate assessment collaboratively.
- Reinforce the role assessment plays in finding out what students know and can do, and in identifying the next steps for their learning.
- Reinforce the links between monitoring, documenting, measuring and reporting of Learning.
- Providing school-wide professional development opportunities around integrating effective assessment.

### **Developing Assessment Capability**

To develop assessment capabilities in the learning community SRVIS makes sure that

**Teachers** possess the following

- All teachers are aware of, and understand, why and what to assess.
- Everyone is aware of, and understands, what constitutes quality reflection.
- There is a common understanding among teachers, students and parents of how to assess and what data is being collected, analysed and reported.
- A common language is followed for talking about assessment.
- The assessment process is collaborative and inclusive of all members (Hipkins 2009; Booth, Hill, Dixon 2014).



## **Students**

- To develop assessment capabilities in students, teachers provide them with a variety of learning experiences to reflect on their learning and improve their understanding.
- Students will get chances to partner with teachers to co-construct the assignments
- Students will self-assess and discuss their progress with peers and teachers.
- Students will make a choice of their evidence of best practices.
- Students will move from self-assessing to self-adjusting. They identify and realise their capabilities and challenges and set themselves as per the need.
- Self-assessment involves students reviewing and evaluating their knowledge, conceptual understandings and skills. It then leads to students monitoring and adjusting their behaviour and planning, making corrections and implementing improvements in their learning.

## **Student Agency in Assessment**

Indications of agency in assessment at SRVIS are

- Self-assessment to self-adjustment
- Co-constructing assessment with teachers.
- Make learning transparent to the teacher, parent and student.
- Motivate students to take ownership of their learning.
- Focus on feedback and feed-forward.

## **Assessment at SRVIS**

### **What to assess?**

- Identifying the content/ concept to be assessed is planned first in the process of teaching and learning. Backwards by design are followed to plan the destination (summative assessment) first. Teaching and learning are driven and skill-based and so the assessments are focused on.
- Understanding of prior knowledge of the concept to have an idea of what students already know and can learn.
- New knowledge and extension of learning are to elicit the depth and breadth of understanding.
- Process of learning than the product.
- How students make connections and apply knowledge.

### **How is it assessed at SRVIS?**

At SRVIS students are assessed about their performance and progress in English, Math, Unit of Inquiry (science and social), Hindi, Tamil, French, Visual and Performing Arts, Physical Education and Information-Technology.

Learner attributes are assessed by incorporating the learning process.

Conceptual understanding of the Central Ideas, along with the application of skills and the integrated approach of the attributes is assessed.

At SRVIS, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress.

### **Assessing student learning**

- **Pre-assessment**

- This occurs at the start of a teaching Concept/ Module, with the aim of checking the prior knowledge of the learners.
- It is in the form of oral questioning, written exercises, group discussions, quizzes etc.
- Pre-assessment is an effective tool to modify the delivery of curriculum and lesson plans as well as design or redesign the formative and summative assessments
- Pre-assessment prior to teaching helps teachers and students find out what the students already know and can do.

- **Formative Assessment (Assessment for learning)**

- Formative assessment is interlaced with daily instruction and assists the teacher in planning for the next stage of learning.
- It is ongoing and reflective and informs students and teachers what the students know and can do.
- Formative assessments help to set goals, develop curricula, and help students grow awareness as individual learners and as members of a learning community.
- This provides opportunities for the learners to reinforce and strengthen their conceptual understanding and take ownership of their learning.
- We use various assessment tools and strategies like two stars and a wish, debate, quiz, group discussion, role-play, presentation, lab-work, observation, note taking, oral question-answer session, worksheets, individual and group project work, assignment, self-and peer assessment to keep a record of student progress to promote learning.

- **Summative Assessment (Assessment of Learning)**

- Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. It is the culmination of the teaching and learning process; it gives students the opportunities to demonstrate what has been learned; it measures understanding of the central idea and prompts students towards action.
- Teachers use a variety of assessment methods such as presentations, projects, portfolios, and paper tests in order to assess the level of mastery demonstrated by the student.
- All assessment tasks are planned in advance, prior to the start of the unit. However, the summative task might undergo variation/changes depending upon the students' progression into the learning from the prior knowledge assessment through their inquiry.
- The school encourages sharing of the summative task with the students and provides an opportunity to collaborate and in designing a summative task as well.
- The criteria for the task must be built upon by the teachers and students together.
- The level of mastery is determined using an appropriate tool for the assessment and the learner's outcome is recorded in their assessment folders.
- **Interdisciplinary Skills:** (Research, Thinking, Communication, Self-management and Social skills)
  - The focus is on the process and skill application rather than on the product.
- **Learner Profile Attributes:**
  - The development of learner profile attributes during the teaching-learning process will be assessed.
- **Open-Ended questions:**
  - Students will be presented with a challenge and asked to provide an original response in classroom discussions.
- **Tests**
  - These are aimed at providing a snapshot of students' specific knowledge that he/she acquired. These could be at various stages. Tests could be of short duration or descriptive writing.
- **Quizzes**
  - Classroom quizzes and school-house-wise quizzes are frequently used. Using digital tools such as google forms, and Kahoot is a regular practice.

## **Assessments and Inclusive**

Assessments are planned and carried on as per the capability and needs of the student. Teachers design differentiated assessments as and when required. The SEN department is involved in identifying the learning difficulties or learning gaps.

## **Measuring and Recording Student Learning**

### **Strategies and Tools Used for Assessment Evaluation**

Teachers utilize various tools and strategies to provide opportunities for students to demonstrate their understanding of the central idea and apply the skills students have developed throughout the unit. Classroom unit of inquiry and standalone planners summarize the Summative Assessment tools used.

At SRVIS, students' understanding of the central idea is assessed at various times; culminating projects, portfolio share during SLC, etc. in which students share their learning with peers and grown-ups. Some of the formative and summative assessment tools (but not limited to) used at SRVIS are outlined below:

### **Strategies**

- **Observations:**

All students will be observed regularly with a focus on the individual, the group and the whole class on punctuality, interest, attentiveness, student's self-reflection, self and peer assessment, etc.

- **Performance Assessments:**

It involves evaluating students' understanding and skills through real-world tasks and projects. These assessments promote critical thinking, creativity, and application of knowledge, fostering holistic development. They provide a comprehensive view of a student's progress and encourage active engagement in their learning journey.

- **Process Focused Assessments:**

It emphasizes the journey of learning rather than just the end result. These assessments highlight students' ability to plan, inquire, collaborate, and reflect, showcasing their development of key skills and approaches to learning. Such assessments promote a deeper understanding of concepts and foster lifelong learning habits.

- **Selected Response:**

It involves questions with predetermined answers, testing students' knowledge, comprehension, and application of concepts. These assessments provide insight into students' understanding of factual information and their ability to make connections

within the curriculum. While they offer a snapshot of cognitive skills, they are often complemented by other assessment approaches for a well-rounded evaluation.

- **Open-ended tasks:**

It encourages students to express their understanding and creativity without constraints. These assessments involve questions or tasks that require thoughtful responses, allowing students to demonstrate higher-order thinking, problem-solving, and communication skills. They provide a holistic view of students' abilities and their capacity to explore concepts deeply.

### Tools

- **Rubrics:**

Whether teacher-driven or student-generated, rubrics are used in project assessment to determine a baseline criterion. Student-generated rubrics allow students to reflect on their project study and identify important parts and components.

- **Anecdotal records:**

Teachers make anecdotal records or notes based on observations of students. These are frequently shared between teachers to support a growing understanding of each student.

- **Continuum:**

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

- **Checklists:**

These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

- **Exemplars:**

Sample of students' work that serves as concrete standards against which other samples are judged. Generally, there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

### Student work:

Student work is displayed and readily accessible in the classroom. Students are able to use their previous work as a resource when taking on new academic tasks, teachers frequently utilize student work to gain insight into each student's processes and tendencies as a learner.

### Reflections:

Whether through journal entries, art exercises or conversations with a teacher, students are encouraged to assess their own work and use it to set new goals. Reflections support a growing self-awareness for each student as a learner.

**Audio - video clippings:**

Audio and video clippings are best used for performance assessments.

**International mindedness:**

Students will be presented with tasks that represent the kind of challenges that people face in the world beyond the classroom.

**Examples of students' work or performances:**

These include performance in unit tests, recalling sessions, homework, reports, essays etc.

**Reporting student learning**

The Primary function of reporting is to establish, encourage and maintain the connection between home and school. Parents, teachers and students are viewed as partners in learning.

We use a number of formal and informal methods to report student progress which include:

- **Joy of Sharing- Celebrations of Learning:**

Students enjoy sharing their reflections with parents after every unit of inquiry. Students and parents share their reflections prior to the date of JOS. Students make a presentation of the entire inquiry process to share with parents.

- **UOI reports**

It will be sent out once in every term reflecting on the knowledge, concepts and transdisciplinary skills taught in the unit.

- **Report Cards**

It will include a narrative on how students are exhibiting the learner profile and attitudes, their conceptual understanding and transdisciplinary skills applied and developed. General comments on math and language arts are included. The report on Units of inquiry will include detailed information on what was covered during the units, and how the students demonstrated the understanding of elements of PYP. The assessment records are criterion-based and include criteria and descriptors in all subject areas as well as transdisciplinary skills. Report cards will be shared with parents twice a year through our school app/ Toddle app at the end of each term, in November and April. The report contains narrative comments as well as grades. [The report template is enclosed.](#)

- **Student Portfolios**

It shows evidence of student learning in all subject areas. These are auto-generated by the Toddle platform. These will include sample student work, assessments (pre-, formative and summative), and student reflections. Each piece in the portfolio will include the date, learning outcome(s), learning task and an assessment, whether it be a self, peer or teacher assessment. Portfolios will be distributed twice a year and be a point of discussion during the parent-teacher and student-led conferences.

- **Teacher-Student Conferences (TSCs)** All teachers communicate frequently with the children to develop their multifaceted skill enhancement.
- **Teacher-parent Conferences (TPCs)** are opportunities for parents and teachers to have an open discussion on the learner's progress in school. It is a time to acknowledge a student's strengths, as well as goals, concerns and recommendations. The report cards and student portfolios are possible points of discussion during PTCs.
- **Student-led Conferences (SLCs)** encourage students to celebrate and take responsibility for their own learning. Students will plan and practice, with the guidance of teachers, what they want to present to their parents during the conference. Their personal reflections on their learning are interwoven into the session.
- **The School (Mini) Exhibition** is done once in the academic year, wherein all the students participate to showcase their learning of the essential elements of PYP.
- **PYP Exhibition** - Students of Grade 5 exhibit the culmination of their understanding and application of skills by choosing specific global issues. Co teachers and parents involved as mentors. Students exhibit their transdisciplinary approach towards selected global issues.
- **Extra Conferences/Meetings** can be requested by both teachers and parents as the need arises. These generally address acute issues as perceived by either the teacher and/or the parents, or could address specific issues.
- **Academic Honesty** is imbibed in all students as reflected in the very ethos of the School. Students learn about citation at the PYP Level itself when they start making projects and maintaining their portfolios. This continues throughout the School Period with all teachers insisting on citations and acknowledgements in all assignments and projects.



## **Role of Learning Community in Assessments**

- **The Head of the school** takes the responsibility of making the assessments happen as per the requirement.
- **PYPC coordinator** - Mentors and monitors the assessments right from planning to implementation.
- **Teachers** - Plan, and co-construct the assessments as per the classroom needs by following the criteria and timeline. Differentiated assessments are included as per the student's needs and capabilities. Teachers are expected to be assessment capable and train students to be assessment capable.
- **Students** - Students play an authentic role in taking assessments. They are involved in co-constructing the assessments with teachers.
- **Parents** - Parents advocate in preparing their children for assessments. Helping them to understand the importance of assessments and encouraging them to do their best.

## **Policy Review**

- The policy was drafted in 2017
- The first review of the policy was in 2019
- The second review of the policy happened in 2022
- The next review will be in 2025

## **The core team for the Assessment Policy**

- Head of School
- PYP Coordinator
- Cambridge International Coordinator
- Cambridge Examination Coordinator
- Selected PYP teachers

## **Bibliography:**

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- Assessment of student development and learning in IB PYP schools  
International Baccalaureate Organization Programme
- Making PYP Happen A Curriculum Framework
- Principles to Practice — Learning and Teaching – Assessment
- Reading and reference guidelines from Assessment policies of a few IB schools available on the internet
- National Educational Policy