



The Bombay Suburban Grain Dealers' Junior
College Of Commerce, Arts And Science

Assessment Policy

"Everything that can be counted does not necessarily
count; everything that counts cannot necessarily be
counted." —

(Albert Einstein/William Cameron 1963)

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Philosophy

Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviours they will implement. At BSGD, we believe that assessment plays a two-fold role in the learning process.

Firstly, it helps to provide students with appropriate & timely feedback, allowing them to reflect better on their process of learning, understand the areas of improvement and possibly be able to plan on improving those areas. This exercise helps to implant values like confidence, knowledge, balance, open-mindedness, etc. & endeavours to inspire students to strive for excellence and personal best and not be limited by grades and percentages.

Secondly, assessment assists teachers in planning the curriculum and/or working out a more effective study plan. It helps teachers define the level of knowledge a student is likely to demonstrate at a particular level, to understand what aspects of thinking they are likely to develop in the course of their studies and also inform if any part of the learning/teaching process is not as effective and needs to be approached differently; thus, contributing to the overall efficacy of the learning programmes.

According to the IB document Assessment Principles and Practice, “assessment is a term used to cover all of the various methods by which student achievement can be evaluated.”¹ Due to the complex and subjective nature of assessment, it is necessary to be constantly working towards creating an accurate and efficient assessment policy, that defines clearly set criterion for different levels of the programme and make use of varied assessment strategies and tools.

¹ <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

Assessment Patterns

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching.

In line with its general assessment philosophy, the IB does not take a norm-referenced approach to assessment for the project; instead it uses a criterion-based approach. Students are, therefore, assessed against defined assessment criteria and not against other students. Teachers must use the assessment criteria published in this guide to assess student work internally.

The descriptors for each criterion are hierarchical. When assessing each student's work, teachers should read the descriptors, starting with level 0, until they reach a descriptor describing a level of achievement that best describes the work. Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best fits the student's work. This means that a student's work is likely to contain features denoted by a high level descriptor combined with features appropriate to a lower one.

At BSGD, the following assessment instruments are utilised:

1. **Formative Assessments:** Formative assessment is a constant process that occurs throughout the learning process. It is interwoven with daily learning and helps teachers and students understand what they already know and help plan for further learning and growth. They include:
 - Quizzes (on a monthly basis)
 - Worksheets (on a monthly basis)
 - Individual & Group Presentations (on a quarterly basis)
 - Faculty observations & feedback (as and when relevant)
 - Self & peer assessments (on a quarterly basis)
 - Student led Conferences and discussions (on an annual basis)
 - Multimedia presentations
 - Internships & placements (on an annual basis)
2. **Summative Assessments:** Summative assessment happens at the end of teaching-learning process or experience at certain milestones and is planned for in advance. It is designed in such a way to allow students to demonstrate their level of learning and help produce reports that will further assist teachers in gauging the effectiveness of their approach to learning. They include:
 - End of unit tests
 - External Examinations
 - Internal Assessment (Written assessment on the subject matter)
 - Coursework for External Examinations
 - Career related study modules and their dedicated assessments

APPROPRIATE EXTERNAL FEEDBACK:

•Teacher feedback is essential given the perceived role and position of the teacher in the educational experience.

- Peer feedback could also be part of the experience.
- Feedback should be related to the learning goals.
- Feedback should be timely (not delayed).
- Feedback should focus on strengths but should also acknowledge areas in need of improvement (do not be too critical) and should offer corrective advice.
- Limit the amount of feedback so that it is “taken on board”—too much feedback overwhelms and is ignored.
- Feedback should be provided prior to final submissions and presentations (depending on the task/activity)—this gives students the opportunity to learn and apply.

RECORD KEEPING:

Aims	Teachers are required to keep meticulous records. This is to ensure that when semester and final results are issued, there is proof of how the grade was awarded, thus all teachers are obliged to keep clear and accurate mark books.
Practices	For each year group and reporting session, each department should have a written breakdown of how grades will be awarded. Records are kept to track pupils' development throughout the year and from year to year, either individually or as a class

TEACHER RECORDS:

- Student attendance must be recorded in the Teacher Record Book or a separate register for each lesson.
- All grades given for evaluated work are entered in the school's Teacher Record Book or on a computer spreadsheet.
- If the HoD, HoS, or Principal requests it, the teacher record books must be available for inspection.
- The HoD and HoS will evaluate teacher record books on a regular basis.

MARKING

Aims are to:

- Provide students with clear feedback and encourage them further.
- Provide staff with a clearer picture of a student’s abilities.
- Enhance the communication given to students and parents when work is marked.

Roles & Responsibilities of Staff for IB Assessment

IBCP CO-ORDINATOR

- Accountable for the safe and secure conduct of all IBCP assessments
- Ensure assessments comply with IB guidelines, rules and regulations
- Coordinates with CP staff the schedule of IBCP internal/external assessments
- Map overall resource management requirements for the year. As part of this resolve: - Clashes/problems over the timing or operation of assessments - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

TEACHING STAFF

- Understand and must comply with the general guidelines contained in the IB publication Instructions for conducting assessments (where applicable)
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure that students and staff supervising assessment, sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the IB.
- Submit correct marks through the exams office to the awarding body when required keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Post completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal.

STUDENTS' PROGRESS REPORTS AND TEACHER AND PARENT MEETINGS

BSGD recognizes that holistic development of a person is the foundation of education and believes that the school has an obligation to provide consistent and all round assessment (academic and non – academic) to its students. It is also understood that performance feedback is important for developing students' fullest potential and can be of motivational value to the student. Such feedback is based upon full information, accurately and honestly reported, maintaining confidentiality by way of interim progress reports.

TEACHERS' FORUM AND REMEDIAL TEACHING

Every month teachers conduct meetings to discuss students' progress, strengths and weaknesses. Accordingly collaborative initiatives are chalked to improve weaker areas and support students to perform better.

REPORTING TO PARENTS

All reporting of students' progress at BSGD, whether in the form of a formal report card or an informal note to the parents, a discussion with them or a parents meeting always indicate student's areas of strength and areas where improvement is needed. Additionally, all students are given semester reports. The information shared with the parents is in a format useful for parents in order to promote the performance level of their children and motivate desirable behaviour.

BSGD organizes two school – wide parents-teachers meetings in order to provide a platform to parents and teachers to discuss students' performance and ways to improve the same. Besides, class wise/subject wise parent-teacher meetings or discussions are also conducted as and when such need arises during the academic year at the discretion of the CP Coordinator.

IBCP Assessment, Exams & Award Criteria

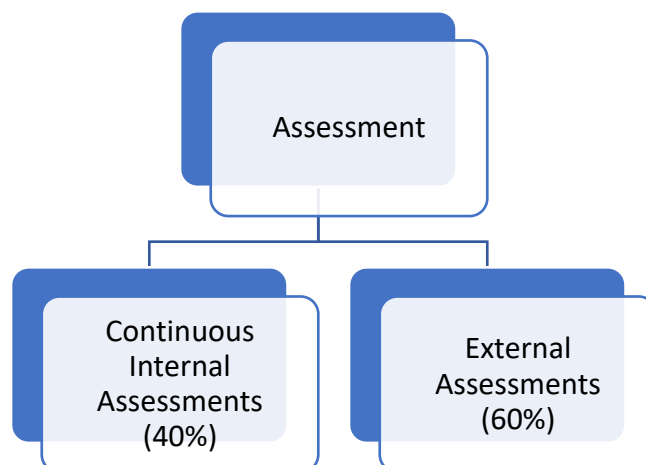
As part of the IB career related programme, BSGD utilises assessment both internally as well as externally. The students are assessed internally by the institute & externally by the IB in the following manner:²

1. Written Examinations are conducted at the end of each DP course. The assessment & grading for the same are carried out by the external IB examiners, with marks being awarded for each individual course in that programme on a range of 1 (lowest) to 7 (highest). These assessments & grading are conducted in accordance with strict international standards.
2. A grade 3 or higher, in at least two of the DP courses that the student has registered for, is required in order to achieve the award of the CP.
3. Every student is expected to complete the 4 core elements of the IBCP, namely – reflective project, service learning, personal & professional skills & language development. It is to be noted that for the reflective project, the assessment is carried out by the institute, however, the grading is completed by IB, with the students requiring to achieve at least Grade 'D' in the same. For the rest of the core elements, the assessment is carried out by the institute itself.
4. For career related study modules, the assessment is to be carried out internally and externally.
5. The student also needs to maintain a clear academic record and should not have any remark or penalty against them.

GRADING SYSTEM & ASSESSMENT PATTERN FOR CAREER RELATED STUDY:

Each module consists of an individual assessment criteria (that is to be assessed both internally as well as externally) & a capstone project. The assessment weightage is divided as 40% for Continuous Internal Assessment and 60% for External Assessments.

For career related study modules, the assessment is conducted in 2 formats:



² https://www.mpslakers.com/wp-content/uploads/pdfs/reports/assessment_policy.pdf

CONTINUOUS INTERNAL ASSESSMENT:

The continuous internal assessment consists of 2 components; namely attendance which carries 10% weightage and the second component of choice-based assessment, with a weightage of 30%

The choice based components will be conducted for the theory subjects, to evaluate the varied abilities of the students. This assessment will be carried out internally on a continuous basis by the respective faculty. The type of choice based components utilised for the assessment will be determined by the faculty, depending on the expected course outcomes.

Given below is a suggestive list of components for CIA:

1. Surprise Test
2. Home Assignment
3. MCQ/Test Quiz
4. Mini Project
5. Field Work/Community Work
6. Case Study
7. Group Discussion
8. Viva-Voce/Oral Examination
9. Presentation
10. Any other component that the teacher considers necessary for the assessing the student's performance

EXTERNAL ASSESSMENT:

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Continuous Internal Assessment & External Assessment. The learner shall obtain a minimum of 40% marks (i.e.16 out of 40) in the Continuous Internal Assessment and 40% marks in External Assessment (i.e. 24 Out of 60) separately, to pass the course and to pass a particular semester. The external examinations for each course shall be conducted by the WACP.

GRADING SYSTEM FOR DP:

As part of their CP studies, students need to opt for at least 2 DP courses & must achieve at least grade 3 in their chosen courses to qualify for the IBCP programme. The students can choose to pursue more than one course from the same group and they can make the selection from any group of the DP. These can be studied at standard level (SL) or higher level (HL), in any combination, with certain stipulations:

1. Students cannot be registered for the same subject twice, regardless of whether it is higher level (HL) or standard level (SL).
2. Student cannot opt for the same language for literature, language and literature, language B, language ab initio and/or literature and performance (for example, Spanish A: literature and Spanish B)
3. Student cannot register for any pilot subject

4. Student cannot be registered for two SL subjects to be completed each in one year (only one DP subject at SL can be completed in the first year of the CP; any other SL subject must be completed over two years); further SL subjects can be completed in the first year as "additional subjects" but these will not contribute to the award of the CP.
5. Student cannot be registered for any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject cannot be completed in the first year to contribute to the award of the CP.
6. Students cannot enrol for any of the DP core components: creativity, action, service (CAS); theory of knowledge (TOK); or the extended essay.

Students are ideally encouraged to opt for DP courses that are relevant to their chosen field of career related study.

These courses are assessed by IB in accordance with IB guidelines. The table below demonstrates the 7 – point grading system followed under IB guidelines; the table allows for general descriptors to the assessment task with specific details where necessary. The written examinations are assessed by external IB examiners on the following parameters:

Achievement Grade	Descriptor
Grade 7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6 (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
Grade 4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum passing grade.
Grade 2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 1 (Very Poor)	Minimal achievement in terms of the objectives.

Kindly refer to the IBDP Assessment policy document for detailed information in regards to assessment in the DP courses.³

GRADING SYSTEM FOR IBCP CORE:

At BSGD, the faculty is expected & encouraged to continue strengthening their proficiencies & updating themselves on various academic practices to assist in developing their own assessment criterion for all the core components (except for reflective projects).

They are expected to diversify the criterion bases on the context of the assessment, the students & the programme. The students would need to be made aware of the different approaches to assessment & the expectations regarding the outcome for the same. They would also need to understand that the assessment process is valid, reliable, consistent, authentic & unbiased – thus applicable to students from different backgrounds & cultures, possessing varied levels of proficiencies & skill sets.

ASSESSMENT FOR SERVICE LEARNING MODULE:

For the service learning modules, the nature of the assessment is to be determined by the respective faculty. These assessments need to be formulated in such a way, that it stimulates students to a deeper exploration of the elements of the service learning programme.

The following is a suggestive list of dynamic forms of inquiry:

1. Interviews
2. Reviews of student reflection
3. Pre & Post experience questionnaires
4. Discussions with community/external partners
5. Student Presentations

It is important to understand that the objective of the assessment is to enhance the learning experience for all and to strengthen the teaching methods. The key components to focus on are:

1. Student Learning
2. Impact of service
3. The process

ASSESSMENT OF THE LANGUAGE DEVELOPMENT CORE:

The assessment for the language development is stipulated by the institute and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

³ <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

Students must document and create their own language portfolio and complete it to the satisfaction of the school. This is not assessed by the IB but may be subject to sample review during CP evaluation. Language development runs concurrently with the other elements of the CP core.

ASSESSMENT FOR REFLECTIVE PROJECT (RP):

The reflective project constitutes of 50 hours of the students CP course. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. Assessment of the reflective project is conducted by the school. IB then selects a sample for the school to send to an external moderator for confirmation of the school's marks. At the end of the reflection project, students must submit either a 3000-word essay or a combination of a 1500–2000-word essay accompanied by an additional format including film, oral presentation, interview, play or display.

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspect of their reflective project. They can choose to submit a written script instead (700 words).
- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).
- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate particular ideas.

GRADING SYSTEM FOR REFLECTIVE PROJECT:

The following are the criteria for the assessment of the reflective project.

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	<ul style="list-style-type: none"> • Ethical dilemma and issue • Research question • Methodology 	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> • Context • Local or global example • Alternative perspectives and perceptions of dilemma 	9 marks
C: Critical thinking	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	12 marks
D: Communication	<ul style="list-style-type: none"> • Structure • Layout 	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> • Process • Engagement • Research focus 	6 marks
Total marks		36

ASSESSMENT FOR PERSONAL & PROFESSIONAL SKILLS:

For this core component also, the assessment criteria is to be determined by the respective faculty. It is expected that the forms of assessment vary, depending on the context of the assessment, the student & the course.

The assessment pattern needs to be formulated in such a way that The faculty does need to ensure that the assessment is valid, reliable, consistent, authentic & fair and that the students are aware of exactly what is expected of them. The assessment is formulated in relation to the specified learning outcomes and expounding on the following five central themes in personal & professional skills:

1. Personal Development
2. Intercultural Understanding
3. Effective Communication
4. Thinking Process
5. Applied Ethics

AWARD OF THE CAREER-RELATED PROGRAMME:

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

MALADMINISTRATION AND IMPROPER CONDUCT OF AN ASSESSMENT

Coordinators and teachers are required to ensure that all DP assessments are conducted according to IB

regulations and the procedures stated in Career-related Programme Assessment procedures. Non-compliance with assessment procedures will be investigated by the IB and considered by the Final Award Committee.

Examples of non-compliance include, but are not limited to:

- unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work that contributes to the assessment requirements of the CP
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the IB
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

Standardisation of Assessment Process

A significant challenge in the assessment process for any type of study/programme is to establish a standardised process that takes into account students' varied socio-economic background, cultures, pre-dispositions, different levels of comprehension & understanding of a subject matter, etc.

For a test or an assessment procedure to be reliable, it would need to score the same consistently when repeated multiple times at separate occasions & marked by different examiners.

To ensure that these challenges in the assessment process are met & overcome effectively, it is the practice at BSGD, to have the faculty collaboratively discuss on the standards of assessment process & practices & utilise a variety of quality checks to ensure that the grades awarded to candidates across all subjects & components are reliable, fair & correct. All examiners are required to adhere to this standard in their own marking.

Candidates of Adverse Circumstances

In the current scenario, students originate & function in different socio-economic backgrounds & are susceptible to a variety of factors that may cause adverse effects on a students' performance.

These hindrances are for the most part, not in the control of the student – for example, bereavement, temporary illness, injury, difficult family circumstances, etc. Events like natural disasters, large scale political acts like civil unrests could potentially effect the whole educational community.⁴

In the case of such circumstances, special consideration would be granted to students based on their specific circumstances.

The student would be required to submit a 'Candidate with Adverse Circumstances' form to the IB assessment centre; if required they may need to submit supporting documents like medical certificates, etc. The form can be submitted at any time during the course of the programme, but it needs to arrive at the IB assessment centre, no more than 10 days after completion of the student's final examination.

⁴ <https://mlsi.in/assessment-at-mlsi/>

Policy Review

Due to the ever-changing academic landscape & the varied circumstances that students belong to, it is necessary to maintain a practice of reviewing & updating various academic policies.

In addition to that, the process of assessment in itself is a continuous process since any improvements and/or modifications required for a certain assessment method is determined on the outcome of the previously used assessment method.

At BSGD, faculty & examiners review the policy on a quarterly basis to recommend necessary changes or additions. Collaborative meetings/discussions are also carried out with all academic stakeholders like faculty, parent, etc annually to incorporate any suggestions based on various student needs & styles.

References

1. <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>
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