

The Galaxy School

Assessment Policy



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1 TGS Vision Statement

- To be at the forefront of education.
- To develop and implement state-of-the-art practices and processes.
- To provide a secular, caring and disciplined environment for all learners.
- To be ethical and transparent in all its activities.
- To challenge students and staff members to reach their highest potential.
- To share its vision and expertise freely with others.

2 TGS Mission Statement

- To provide a stimulating and nurturing learning environment that maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of life.
- To integrate 21st Century skills and practices into every lesson in the classroom.
- To realize the unique talent in our children and create a motivating and supportive learning environment that will help them realize their personal best.
- To take into account all areas of formation - intellectual, academic, social and physical.
- To be a constantly evolving and learning community which fosters open, candid communication and exchange of ideas and skills, where each individual's contribution is not only necessary but vital, if excellence is to be achieved.
- To provide a holistic education to our students, one that will prepare them to be dynamic, independent thinkers ready to take on the challenges of a global society.
- To create benchmarks in the field of education.

3 TGS Belief

- TGS believes that all students and staff have talent and it is the responsibility of the institution to develop it. The role of TGS is to find ways for its stakeholders to succeed rather than find ways for them to fail.
- TGS believes in mutual trust; there is no place for fear, boss management, boss teaching, bullying, sarcasm or coercion.

- TGS believes in the excellence of every child, every staff member and not just a few. It believes in the collaborative efforts of all students, staff and in producing desired outcomes. The message is to cooperate with others, compete with self.
- TGS believes in creating an atmosphere in which students and staff give nothing but their best, without any exception, and have this expectation of each other all the times.
- TGS believes in continuously changing for the better; in meaningful and holistic ways.

4 Principles and Philosophy

At TGS, we believe that assessment is integral to planning, teaching & learning. It is an ongoing process which brings forth evidence of achievement as well as provides timely feedback to students. Assessments facilitate teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes and reflect on their teaching & learning strategies as well. The focus of assessment practices [1] is also gathering, analysing information and reporting at regular intervals to all the stakeholders as well as catering to the individual learning needs & requirements.

Assessment, as an essential feedback strategy, is then practised collectively by students and teachers in varied formats.

5 Types of Assessment

5.1 Assessment

Assessment at TGS is all about measuring students' characteristics and learning. There are a variety of techniques to understand students' learning and report on their achievements. A good policy and assessment practices [2] act as a framework to test a student's understanding and development.

Assessment policy describes the approaches that are used by the school/ organisation in its assessment practices. It is an integral part of the school policy and a tool to inform parents, students, and the school community about the curriculum, learning outcomes, and progress.

5.2 Diagnostic Assessment

The diagnostic aims to identify students' strengths and weaknesses, helping teachers tailor their instruction and support to meet the individual needs of each student. The process involves

evaluating students' understanding of key concepts and skills at the beginning of a unit or course. These assessments are designed to be low-stakes and are not considered for grade awards.

Diagnostic assessments can also be used to evaluate the effectiveness of teaching methods and materials. Teachers use the results of these assessments to reflect on their instructional practices and make adjustments to better support student learning.

Examples of diagnostic assessments include:

- A diagnostic quiz that covers the key concepts and skills from the previous year's math syllabus, helping the teacher identify any gaps in students' understanding and determine if any remediation is needed before moving on to new material.
- A pre-test that assesses students' reading comprehension and writing skills, helping the teacher identify areas where students may need extra support, such as in analyzing literary devices or developing persuasive writing skills.
- A lab practical that assesses students' ability to use scientific inquiry skills, such as designing experiments and collecting and analyzing data helping the teacher identify any areas where students may need additional support or instruction in the scientific process.
- A diagnostic essay that requires students to analyze a historical event or period using primary and secondary sources, helping the teacher identify any gaps in students' historical knowledge or critical thinking skills and provide targeted support to help them improve.

5.3 Formative Assessment

The primary purpose of formative assessment at TGS is to generate awareness about the current level of students' strengths and weaknesses for the expected set of knowledge and skills. The feedback gathered hence, drives the improvisations needed to enhance the pedagogical practices and customised approaches for all the students. These assessments could either be informed or uninformed to the students.

Methods of assessment involving direct interaction between teacher and student are particularly encouraged. It is critical that formative assessment correctly identifies the knowledge, skills, and understanding that students should develop about the current topic and sub-topic of the curriculum. Teachers select assessment tools. The choice of tool depends on the learning style of the student and the topic being assessed.

Examples of formative assessments include:

- Students to draw a concept map in class to represent their understanding of a topic
- Tests (oral and written)

- Question and answer
- Quizzes
- Homework exercises from the textbook
- Presentations
- Group discussions
- Lab work
- Debates
- Project work / Investigations
- Fieldwork

5.3.1 Homework policy

Homework is an integral part of the formative assessment process at TGS. Usually, students will have 2 hours of daily homework, which may include written work, reading, or research. Teachers understand that sometimes events at home may prevent the completion of homework; notification for the same is appreciated. If a student consistently fails to submit the homework assignments, parents will be informed by the advisor or the subject teacher.

If absent at school, it is the students' responsibility to complete homework or classwork that may have been assigned during their absence. Students can approach the subject teacher to clear their doubts. Additional time may be allotted to complete the unfinished work.

5.4 Summative Assessment

Summative Assessment at TGS is used for varied purposes, including the provision of information about students' achievement and to evaluate the individual preparedness for the final DP exam and act as a driving force for reform of learning practices if needed. Summative assessment is not just an activity conducted after learning has taken place but will be designed to have an integrated role in the teaching and learning of a subject. The results of the summative assessment influence the strategies used for formative assessments. It also helps students in reviewing the choices regarding the levels chosen.

Summative tasks at TGS will be assessed based on subject criteria.

Examples of Summative tasks include:

- Periodic tests

- Term-end exams
- Year-end exams
- Essays
- Investigations/experiments
- Presentations

Teachers refer to the appropriate subject guide, which explains the specific assessment model and practices for the subject. Student work is assessed against the grade descriptors set out in the grade descriptor documents for subject areas. DP student work is assessed using the IB scale of 1 to 7 with reference to the relevant subject criteria.

The school has internal exams for IBDP students in accordance with the following schedule:

Month	Year	Exam
February	IBDP 1	Unit Test - 1 covers material to date and is formative in nature.
April	IBDP 1	Term-end Exam - 1 covers material to date assessed in line with IBDP criteria and curriculum.
August	IBDP 1	Unit Test - 2 covers material to date and is formative in nature.
October	IBDP 1	Year-end Exam based on past IBDP questions and assessed using relevant mark scheme.
January	IBDP 2	Unit Test - 3 covers material to date and is formative in nature.
March	IBDP 2	Unit Test - 4 cover material to date and is formative in nature.
June	IBDP 2	Pre-Mock Exam using past IBDP papers and marked in accordance with the available mark scheme.
September	IBDP 2	Mock exam using past IBDP papers and marked in accordance with the available mark scheme.

6 Academic Honesty

Academic honesty is taken seriously at TGS. Students are provided with good working knowledge of citation and plagiarism, as well as knowledge of what constitutes cheating or malpractice. Students who intentionally engage in academically dishonest behaviour will have consequences ranging from no mark given for tasks to formal meetings with parents and advisory. In the case of serious malpractice for work done in any examinations, serious consequences may be employed.

Please refer to the TGS Academic Honesty Policy for further details.

7 Submission of students' work

Timely submission of tasks assigned is vital for it to be effective in students learning and formative assessment process. The deadline for submission is clearly communicated to the students at the time of assigning the task. Students are informed of consequences and school expectations for academic work in the School handbook, which is distributed at the start of each school year.

- Students will always be given adequate time to complete assignments, provided they plan their work schedule effectively.
- Failure to submit the assigned work, whether assessed by the school or by the IBO, at the scheduled time will be reported by the teachers to the advisory and DPC. Advisory will then report the same to parents.
- Students may use their non-instructional time during school hours for the completion of any assigned tasks.
- Late submission post the school deadline will lead to no feedback.
- Submission of any externally assessed/moderated components will neither be accepted nor uploaded to IBO by the school after the end of July.

7.1 Absenteeism during Assessments

Absenteeism of students from Unit Tests, Term-end or Year-end Assessments is dealt with by the respective Advisor, Subject Teacher, and the IB DPC. The marks for the specific test will be prorated if the absence is informed by the parents and approved by the advisor. There is no provision for a re-test.

The valid reasons for missing the assessment are limited to:

- Representing TGS at national-level tournaments.
- Illness. A medical certificate is required stating the nature of the illness.

Concerning the IBDP examination, the policies set by the IBO will be applicable.

8 Assessment documentation

8.1 Recording

Recordkeeping helps to

- check the student progress and ensure that the curriculum guarantees continuity and progression from term to term;
- provide teachers with information which helps reflect upon plans, the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- provide feedback to the student as well as forms a basis for discussion about their strengths, weaknesses and areas for future focus;
- provide evidence for discussion with parents about the attainment and achievement of their children;

Ways of recording information about student learning:

- Records of results
- Reports (term-end and year-end)
- Examples of students' work
- Examples of students' evaluation

The recording of the formative and summative assessment is done using the ManageBac portal.

Assessment	Record	Progress
Tests	Correction/discussion in class	Shared with the advisor.
Exams	Corrected by teachers	Parent-teacher meetings.
Lab activity	Discussion in small groups	Direct feedback from the teacher.
Internal assessment	Individual feedback	Grading by using rubrics.

8.2 Reporting

Forms of Formal reporting:

- Consultation sessions are held at term-end and year-end exams, where parents are offered time for a one-on-one discussion with all the teachers. If parents cannot make it on that day, a separate mutually convenient time is fixed.
- Parents will be provided with three reports (term-end, year-end, mock exam results), which will include teachers' feedback, marks scored and grades. These reports will be available on tgs.managebac.com portal.
- Additionally, if required, parents may be called for a meeting to review students' performance based on formative assessment.

During reporting periods (end of term/year 1 and 2), students will receive criterion-related grades on a scale of 1 to 7. General grade descriptors provide written descriptions of each of the grades from 1 to 7. In order to determine the term and final grades for the Diploma program, each subject teacher will apply the final criterion levels against IB DP grade scale.

Month/ year	Types of Reports	Attendees
April, year 1	First term-end assessment	Parents, student, subject teachers
December, year 1	Year-end assessment	Parents, student, subject teachers
June, year 2	Pre-Mock Exam	Parents, student, subject teachers
September, year 2	Mock exam	Parents, student, subject teachers

The weight of assessments for the IBDP-1 report card is as follows:

Assessment	Weight
Unit Tests	05%
Homework	05%
Term-End Exam	15%
Year-End Exam	25%

The weight of assessments for the predicted grades is as follows:

Assessment	Weight
Unit Tests	05%
Homework	05%
Term-End Exam	15%
Year-End Exam	25%
Mock Tests	50%

The grade boundaries are calculated individually by the subject teachers for their respective subjects.

9 Grading @ IBO

The Diploma program assessment model is also described as criterion-related as it is based upon predetermined criteria that all students have access to. The Diploma Program identifies

a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of students achieving the assessment objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

In the IB Diploma Programme at TGS, student’s examination performance in individual subjects is scored on a scale of 1 to 7 points with a further 3 points available based on a matrix of performance in Theory of Knowledge (ToK) and the Extended Essay (EE).

IB subjects are marked according to the following scale at TGS:

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

The ToK course and the Extended Essay are graded according to the following scale at TGS:

A	B	C	D	E
Excellent	Good	Satisfactory	Mediocre	Elementary

The mentioned descriptors and grading criteria are regularly reiterated during the course of the school-based assessment.

9.1 Enquiry Upon Results

IBO offers a range of services through Enquiry Upon Result (EUR) after each exam session. IB-DPC can apply on the student’s behalf to remark externally assessed material for an individual candidate.

The following EUR categories are available:

Category-1 remark: The remark of externally assessed material for an individual candidate for a fee.

- Parents’ consent is a must before applying for EUR Cat-1 remark.
- The marks and grades may be lowered or raised.

Category-1 report: A report on category-1 remark for an individual candidate.

- The marks or grades will not change.
- EUR Cat-1 remark is a prerequisite to apply for EUR category-1 report.

Category-2A: The return of externally assessed material by component for all students.

- The marks or grades will not change.

Category-2B: The return of externally assessed material by subject/level for an individual student.

- The marks or grades will not change.

Category-3 re-moderation: The re-moderation of marks for internal assessment by subject/level.

- The marks and grades may be raised but will not be lowered.
- The school will decide on applying for category-3 re-moderation.

10 Assessment Policy Steering Committee

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|-----|--------------------|----|-----------------------------------|
| (1) | Mr Kiran Bhalodia | :- | Director & Trustee |
| (2) | Dr Chirag Jhala | :- | Head of School & IBDP Coordinator |
| (3) | Ms Poorvi Doshi | :- | Faculty |
| (4) | Mr Kapil Savjani | :- | Faculty |
| (5) | Mr Siddharth Naidu | :- | Faculty |
| (6) | Ms Beeta Khanna | :- | Faculty |
| (7) | Dr Parul Modha | :- | Faculty |

11 Bibliography

References

- [1] *Diploma Programme assessment Principles and practice*, International Baccalaureate. https://resources.ibo.org/dp/topic/General-resources/resource/11162-30183/data/d_x_dpyyy_ass_0904_1_e.pdf
- [2] *Assessment principles and practices—Quality assessments in a digital age*, International Baccalaureate. https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a_bc11f975-b95e-46f8-9537-af018c1f0912/PRC-g-0-iboxx-am0-1907-1-e_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf