

Table of Contents

- 1. IB Standards and Practices**
- 2. Mission and Vision Statements**
- 3. Assessment Policy Overview**
- 4. General Assessment Practices**
- 5. Assessment Procedures**
- 6. Roles and Responsibilities**
- 7. Assessment Methods**
- 8. Special Assessment Arrangements**
- 9. Benchmarking and Placement Assessments**
- 10. Policy Review and Bibliography**

Following IB standards were kept in mind while drafting the policy

Standard and Practices (2014)

- BI.5b: PYP requirement: The school has developed and implements an assessment policy that is consistent with IB expectations.
- BI.5c: MYP requirement: The school has developed and implements an assessment policy that is consistent with IB expectations.

- BI.5d: DP requirement: The school develops and implements an assessment policy that is consistent with IB expectations.

Standard and Practices (2020)

- 5. The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.
- 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.
- 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.
- 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.

IB Mission 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 organisation works with the schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

School Vision

Kunskapsskolan's educational vision empowers every student to master the challenges of today and shape the world of tomorrow.

School Mission

Its mission is to develop and operate outstanding schools where students, through personalised learning and clear goals, will stretch their boundaries and learn more than they thought possible.

At Kunskapsskolan, Gurgaon we believe every student is unique. We aim to ensure a diversity of gender, culture, and nationality at Kunskapsskolan.

Assessment Policy

Philosophy (why):

The school is guided by certain principles of understanding assessment that ensures that it is consistent across the class, through the school and over time.

This is based on:

- A shared understanding of the assessment and reporting practices in the school.
- Alignment with the respective programmes, PYP, MYP and DP
- A variety of assessment strategies to provide evidence of student achievement.

Assessment is an important and integral part of the teaching and learning process. It guides the pedagogical practices and provides the opportunity for learners to perform in an unfamiliar situation, reflect and engage in continuous improvement. In the process, it challenges, empowers, and develops the potential of each learner to face the ever-changing world.

At Kunskapsskolan, assessments are an ongoing process where the students are assessed through various authentic assessments created by the teachers. This is followed by in-depth feedback given by teachers which helps the students to develop a deeper understanding of the concepts as well as develop skills within and across different subject groups.

Aim of Assessments is to

- support and encourage student learning by providing feedback on the learning process
- inform, enhance, and improve the teaching process
- provide opportunities for students to exhibit transfer of skills across disciplines, such as in the service projects, personal projects and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to

be set in a variety of cultural and linguistic contexts

- support the holistic nature of the programme by including its model principles that take account of the development of the whole student.

Overview of Assessments:

- assessment is an ongoing process that evaluates the conceptual understanding of the learner
- varied assessments of differing learning styles, different experiences, expectations, and needs are used/ created, using a range of assessment strategies and tools
- clear communication of learning goals and success criteria is shared with the students.
- assessment process involves teachers and learners actively collaborating and participating in the learning process to measure and adjust learning
- assessment policy guides teachers and informs the programmes, while also empowering parents and guardians to support their child's progression
- students actively reflect on their learning, acting on the feedback provided for feed-forward as next steps in learning

Purpose of Assessment

This assessment policy is designed to guide the teachers, students, and parents, keeping the IB standards and practices in mind. It is a working document which is designed by the pedagogical leadership and teachers.

The main purpose of all assessments is to support appropriate learning and to inform the teaching and learning process. It involves gathering and analysing data related to students' performance to inform teaching practice. It identifies what the students know, understand and are able to do as they progress in the learning process, developing/ honing their skills.

All assessments support appropriate learning and are designed to have an integrated role in the teaching and learning process.

Formative assessment which is assessment for learning is an ongoing process. It allows teachers to develop the capabilities of their students by designing strategies/ informing their teaching process based on the evidence of students' understanding, skills, and knowledge.

Formative assessments are not included in the Achievement Grade of the student as

it is more for feedback.

Summative assessment, which is assessment of learning, is an indicative measurement of students' performance at the end of the unit/ concept against the pre - determined standards. The main purpose of summative assessment is to inform the students, their teachers, and their parents about the students' achievement level, knowledge, understanding, and skills which students are able to transfer within and between the subject groups.

End Semester Examinations- These examinations are conducted at the end of each semester. The students are assessed on the units covered in the semester.

Roles and Responsibilities

Students need to:

- try to do the best of their abilities, and complete and submit all assessment tasks - formative or summative, on time
- take all assessments as an integral part of their learning. Assessment of learning is a part of the process and can be taken in different forms but not limited to orals, discussions, debates, projects, reports, short and/ or long extended responses, open-ended tasks, homework, group or individual tasks, sit down assessments, quizzes, practical investigation, field trip inquiry, performance, artwork to state some knowledge of the learning
- demonstrate knowledge and understanding of the assessment criteria and its requirements for the given task in each subject group
- seek clarification if uncertain regarding any task requirement
- follow the practices outlined in the Academic Integrity Policy of the school and not involve/ use any unfair means
- review and seek to improve on the learning based on the feedback provided by teachers and peers.

Teachers need to:

- plan, design and carry out assessments as an ongoing process of teaching and learning
- ensure that assessment supports learning
- engage students in the learning process and assist them in the nature and

expectation of task/ assessment

- plan and provide differentiated opportunities for students to demonstrate their achievement of the stated objectives and criteria
- communicate the criteria to the students upon which the students will be assessed
- work collaboratively within and across departments to develop a shared understanding of standards and expectations during moderation meetings
- work collaboratively across different subject groups for effective planning and execution of Interdisciplinary units and its assessments
- help in further improvement for learning processes, provide timely feedback on student's performance by giving suggestions for further learning (feedforward)
- implement the academic integrity policy
- inform parents and students via Toddle/ ManageBac about students' performance, progress, achievements and academic announcements.

School needs to:

- maintain a clear procedure to support fair, reliable and consistent assessment and reporting of students' learning via Toddle/ ManageBac.
- publish and share with the community the Academic Integrity Policy, which clearly outlines the procedure to be followed in case of any academic misconduct.
- share all assessment schedules and specifications via email and Toddle/ ManageBac with the students and parents.
- ensure that all assessment dates and their reporting structure and time lines are shared with the student and parents via Toddle/ ManageBac.
- conduct sessions on assessments for students and parents.
- ensure that parents receive regular updates on student's progress and strategies in the form of feedforward to support the students in their learning process.

Parent need to:

- acknowledge and agree with the principles of the Academic Integrity policy and encourage and support students to practise it at home.
- attend sessions on assessments organised by the school.
- participate in Development Discussions and parental conferences. Encourage students to meet the deadline.

Assessments in PYP

General Assessment Practices

- Assessments will be reported in English, which is the medium of instruction.
- A wide range of tools of assessment are used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools nurtures a constructive climate for assessment and the reporting of that assessment.
- Assessment criteria is explained to and understood by students prior to learning. This enables learners to reflect upon and assess themselves based upon agreed criteria and thus empowers them as learners. It also enables learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.
- A comprehensive set of records of assessment for each student is maintained for the benefit of all stakeholders, students, teachers, parents and the school.
- Assessments are also used to review acquired knowledge, skills and understanding before advancing to the next unit of inquiry or level of learning. The school ensures that assessment is for learning and not the other way round.
- All teachers, including single subject teachers have increasing involvement in the assessment planning process.
- At times students are involved in planning assessments to demonstrate their understanding.
- Teachers and students work collaboratively in designing learning goals and success criteria for success (rubrics & checklists)

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and reflection skills. PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

The assessment component in the school's curriculum can itself be subdivided into two closely related areas.

- What to assess –to discover what the students know and to monitor students' ability to make connections across subjects and to apply skills to construct new knowledge
- How to assess –helps to gather how we choose to collect and analyse data

Assessing

Student learning is enhanced through systematic assessment of students' prior knowledge and through regular formative and summative assessments of ongoing learning.

Kunskapsskolan follows the dimensions of PYP assessment: monitoring, measuring, documenting and reporting on learning.

Monitoring learning:

It aims to check the progress of learning against personal learning goals and success criteria. Some of the strategies used are:

- Observations
- Teacher's and student's questions
- Reflections
- Discussions
- Feedbacks

Documenting learning:

It is the compilation of the evidence of learning. At Kunskappkolan learning is documented through:

- Process journal: It displays students' learning, learning goals, questions and reflections
- Portfolio: It is a collection of students' work in the form of videos, audio clips, photographs and graphic representations.
- Documentation tools also include rubrics, checklists, continuums, exemplars and anecdotal records.

Reporting learning:

Reporting on assessment includes communicating what students know, understand and can do.

Reporting involves parents, students and teachers as partners. Is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

1. Written reports

- Student reports are written twice a year (in December and May)

2. Conferences:

- Developmental Discussion are held in 3 times in a year
- Student-led conferences are held in semester 2

Student-Led Conferences (SLC)

- The importance of the SLC is shared with the parents
- SLC date is published in the school calendar

- Notices informing parents are distributed at least 2 weeks before the conference takes place
- Base Group Teachers and specialists meet together to plan what is to be shared
- All year levels should be consistent in their approach to the SLC
- Students are involved in choosing what is shared with parents thereby exercising agency.

3. The SLC Portfolio

A portfolio:

- empowers students to be active participants in their own learning
- provides opportunities to show growth in different subject areas over time
- develops a sense of pride in each student's work and builds self esteem
- provides evidence and celebration of achievement during the student led conference
- provides a tool for students' self-assessment and reflection
- enables students to see learning as a continuous process
- experience a sense of self worth and self identity vital for socio-emotional wellbeing

Expectations:

- Selection of work samples should be on going by providing regular opportunities to add samples
- Portfolios should be managed mainly by students with guidance from the teacher
- Portfolios should include work from all subject areas, including specialist subjects

Some of the selections for Student Led Conference portfolio:

Unit of inquiry:

- Provocation
- Learning engagements
- Assessments
- Student's reflection

Math:

Any 2 concepts can be taken. It should show the inquiry process.

English and Hindi:

Learning engagements from the strands:

- Speaking
- Reading
- Writing

Single subject specialists:

Videos /work samples of student's performance/work

Other work:

- Learner profile
- Skills
- Action taken by the student
- Participation in school camp and school assemblies
- Any special student's achievement

4. The Exhibition

Students in the final year of the PYP carry out an extended piece of work/research based upon collaborative inquiry, the PYP Exhibition. This takes place towards

the end of Grade 5. One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting.

Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence in and responsibility for their own learning
- To provide students with an opportunity to experience research into a particular topic over an extended period of time as a precursor to more advanced research later
- To provide students with an opportunity to explore multiple perspectives to develop International mindedness in their choice, voice and action.
- For students to synthesize and apply their learning from previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education.

Assessments in Middle School

Mock Examinations- Grade 10 and 12

Mock examinations are conducted in February and follow the pattern of the final examinations in DP. These examinations are conducted in controlled conditions, as per IB guidelines.

CURRICULUM REVIEW- The curriculum review is done periodically for all year groups. This is informed by the result analysis post assessments. For examination classes the review is based on the requirements mandated by IB.

Assessment procedure

- Assessment is integral to all learning and teaching where teachers use the prescribed subject-group objectives and assessment criteria in their subject group in each year of the programme.
- All new students and parents are inducted into the programme through sessions taken by the Coordinators. They are further informed about the assessment practices in MYP through the Student Handbook and sessions by subject specialists on subject-specific criteria through task-specific clarifications, which is a detailed breakdown of criteria and achievement levels.
- Teachers use their professional judgement to assess the students in their subject group standardisation and moderation process further ensures transparency in assessment. • Teachers use a variety of rigorous assessment tasks to determine and identify students' achievement levels against established assessment criteria.
- Students reflect on their learning and understanding as well as on the skills they have been practising and set goals for themselves accordingly. This, along with reflecting on their assessment, allows students to be actively engaged in their learning process. This process enables students to become self-regulated learners by making changes in their way of learning if required and helps them set effective personal goals.

Monitoring and recording students' progress and performance through assessments

Teachers monitor students' learning and progress regularly through a variety of assessments and open-ended tasks - response to stimuli in various forms like writing, presentation, debate discussions, research, role play, illustration, quizzes etc. Teachers use strategies like observation, project-based, performance-based, reflective tasks, and creative writing to monitor the progress of each student in class. The record of these performances (both formative and summative) is maintained regularly on Toddle/ManageBac (a platform used by the school to maintain and record students' performance), by all subject teachers. This record helps subject group teachers to gauge and analyse the student's performance at each year level, and their understanding of content, concepts and skills as evidence, to help improve student learning and achieve their potential.

Assessments are multimodal and are set to allow students to demonstrate their understanding of concepts, content and skills in familiar and unfamiliar situations and at different levels of complexity. Students are trained to structure their responses around the command terms. This allows the teacher to analyse how far students have progressed in their understanding and thus formulate strategies to help in their learning process.

Besides the unit-related formative and summative assessment data, Semester End Assessment data on Toddle/ ManageBac help the subject teachers along with the Coordinator to review and target teaching for future growth in learning.

Parents and teachers also discuss the progress of the students through email, phone calls or arranged meetings with prior appointments.

Assessments announcements, Grading and Reporting

Teachers announce the schedule, and topics/ concepts to be assessed via Toddle/ ManageBac (Learning Management System used by the school), which is accessed by both the student and their parents. This helps the student to prepare for the assessments. Each unit has a minimum of 2 formative assessments before assessing the students' understanding in a unit-end summative assessment.

Students' achievement in formative and summative assessments, which are based on the MYP criteria and skills, is recorded and published by the teachers on Toddle/ ManageBac, which gets shared with the students and parents.

Reports on students' performance are generated twice in an academic year

- o **Term 1 July- December**

- o **Term 2 January- May.**

Inclusive assessment arrangements

Students registered under the Inclusive Assessment arrangement in MYP 5 are provided with accommodation as per IB guidelines such as extra time, short breaks, prompter and typing assistants or whatever is applicable.

Accommodation on similar guidelines will be provided during internal school-based assessments, to the SEN students as per the decision taken by the SEN team and

IB Coordinator.

Academic Integrity (refer to the school policy on Academic Integrity)

As a school approach to learning, Academic Integrity is the responsibility of all students, teachers and parents of Kunskapsskolan. The procedure and process related to ensuring academic integrity and responding to instances of academic misconduct are outlined in Academic Integrity Policy and student handbook.

Semester End Assessments and other sit-down assessments conducted in school will be under the supervision of an invigilator.

For the project, ePortfolio and research tasks etc. online tool Turnitin will be used as a plagiarism checker. In case the performance shows a case of collusion, viva-voce will also be conducted if conclusive evidence of plagiarism or collusion is not found.

Benchmarking Assessment and Placement Assessment

In Language Acquisition, the teacher conducts a benchmarking assessment for all new students to MYP and MYP I students, to determine their phase level. Language Acquisition, teachers monitor their progress and students can be promoted from I phase level to the next based on their performance in all 4 criteria in the Semester End Assessment. (refer to Language Policy)

Placement Assessment is taken in English and Maths by prospective students while seeking admission or moving from a different curriculum or school to Kunskapsskolan. This is to determine the level of the student and provide support in case the performance in the placement assessment indicates so. (refer to Admission Policy)

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Policy Drafted: September 2025

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