Neev Academy

Assessment Policy

PYP, MYP and DP

Neev Academy - *Assessment Policy*

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PYP Assessment Policy

I.Philosophy for PYP

At Neev Academy our motto is 'Building foundations for life', and we believe assessments, are an integral part of our growth and a stepping-stone to promote lifelong learning in our students. Assessments are continuous processes, which promotes an inclusive approach by all the stakeholders in the development of a child. It is to provide information about student performance in areas of both strength and challenges. Assessment should also provide information on the efficacy of the programme. Assessments will focus on what the students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. At Neev we believe that Assessments are a positive process, which acts as a mechanism of feedback to enhance student learning, teaching methodologies and parent supporting the overall development of student achievement. Assessments should be holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different a range of assessment strategies should be adopted. Evaluation should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.Finally, our assessments provide opportunities that bring about the emergence of out-of-the-box thinkers, improved performances, demonstrations, and product development.

II.Rationale

In this respect assessment should:
- Be viewed as being integral with planning teaching and learning
- Assess the level of current knowledge and experience before embarking on new learning (assess prior knowledge)
- Utilize a balanced range of strategies which are reviewed regularly
- Involve the students in both formative (peer and self) and summative assessment where appropriate/possible
- Provide prompt feedback for student with regular opportunities for reflection on their own learning.
- Ascertain that learning outcomes are in alignment with curriculum objectives and goals
- Act as a feedback mechanism for curriculum development.
- Reflect the intercultural dimensions of the programme
- Meet the needs of the students at particular ages and stages of development
- Require the storage of and easy access to student work showing progress over time.
- Make clear to the students and parents the learning expectations and the integral assessment strategies.
- Be documented in a written policy of assessment

- Allow for the analysis of assessment data in order to inform the evaluation and modification of the programme and teaching and learning strategies.
- Allow for meaningful reporting to parents on student progress

III. Aims of this Assessment Policy

Assessments are an integral and an essential part of all school circular. As students go through the process of learning, by acquiring knowledge, understanding concepts, acquisition and mastery of skills, development of attitudes and the decision to take the necessary action.

1. To ensure that assessment takes place regularly, which will be reflected in the program Planner.

2. Assessment tasks and reporting should be developed, implemented and assessed collaboratively by teachers.

1. To ensure a varied approach to assessment.
2. To seek and ensure continuous improvement
3. To ensure that adequate assessment takes place to facilitate authentic evaluation and reporting.
4. To provide guidelines for assessment

IV. Roles and Responsibilities

All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction. Students also have a role to play in assessments, they do self and peer assessments and take ownership of their learning

When and How will we Assess?

Assessment will be continuous and ongoing

- **Observation** – All students are observed regularly focusing on a whole class or a one-on one

   activity. (Particularly useful for assessing attitudes and skills)
- **Selected responses**- Single occasion, one dimensional exercises (tests and quizzes)
- **Open-ended tasks**-Situations in which students are presented with a stimulus and asked to communicate an original response (essays, diagrams, presentations, organized debates, problem-solving activities, investigations and research)
- **Performance assessments-** A demonstration transforms ideas into something concrete and observable through visual, audio, art, drama, movement, and/or music. This could also include
 opportunities to demonstrate and explain procedures and strategies such as a science
   experiment or a solution to a non-routine math problem.
- **Oral presentations** -include speeches, storytelling, retellings, recitations, drama, videos,

debates,

and oral interpretation and are evaluated according to a predetermined criteria.

• **Process- focused** – Students are observed often and regularly and observations are recorded by

noting typical as well as non typical behaviour.(Hand's on experimentation)

• **Rubrics**- An established set of criteria for rating students in all areas. The descriptors tell the assessor what signs or characteristics to look for and how to rate on pre-determined scales. Rubrics can be used for almost all areas like reading, writing, group presentations, math evaluation etc.

• **Portfolio** - Student products represent completed student work in a variety of forms. Students

can demonstrate understanding, application, originality, organizational skills, growth in social and

academic skills and attitudes, and success in meeting other criteria.

• **Exemplars-** Samples of students' work that serves as concrete standards against which other samples are judged.

•**Checklist-** These are lists of information, data, attributes or elements that should be present. Checklists can be used to in reading, writing, goal setting, self and peer evaluation.

•**Anecdotal records**- They are brief written notes based on observations of students. 'Learning stories' are focused, extended observations that can be analyzed later.

• **Continuums**- These are visual representations of developmental stages of learning. They show a

progression of achievement or identify where a student is in a process.

• **Peer assessment-** Peer evaluations consist of student analysis and assessment of peer proficiency using either established or self-generated criteria.

• **Self –assessment**- A key concept in alternative assessment is having the student learn to recognize his/her own progress by taking the time to reflect. Those who are able to review their

own performance, explain the reasons for choosing the processes they used, and identify the next step, develop insight and self-involvement. Self-reflection, an important concept in any form

of assessment, is a particularly important component of a student portfolio.

What will we Assess?

The main objective of assessment is to provide a feedback of the learning process by gathering evidence about a student's knowledge and ability to use and disposition towards a discipline and for making inferences from that evidence for a variety of purposes. Assessment involves gathering and analyzing of information about students performance in various essential elements of learning like –

In the PYP we assess the following

§ Knowledge

§ Concepts

§ Attitudes

§ Skills

§ Action

§ Learner profile

V. Reporting Assessment

Reporting is a means of giving "Feedback" for assessment. Assessment without feedback merely serves as "Judgement". So, "Effective Feedback" is a mere component of assessment that lets us make sense of judgement and help in improving individual work.

Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students learning, identifies areas for growth.

 Effective Reporting at Neev includes:

·   Involving parents, students and teachers as partners

·   Reflecting the school philosophy and values

·   Being comprehensive, honest, fair and credible

·   Being clear and understandable to all parties.

·   Identifying strengths, weaknesses and guiding for future improvement.

·   Ensuring teachers incorporate what they learn during the reporting process into their future

         teaching and assessment practice.

·   On going throughout the course of lessons

·   Summing up what students Know, Understand and Do.

At Neev we report on each student's development through:

1. Conferences [PTM]

2. Written report [Term 1 and 2 Report]

3. Gallery walks

4. Portfolio

5. Teacher's Assessment Folder [Class Record Sheets]

1. Conferences

The purpose of conferences are to share valuable information about the student's progress. Parents, students and teachers are all valued partners in the reporting process.

At Neev we have 3 formally structured conferences:

· OPTM (Orientation Parent Teacher Meeting) at the beginning of each academic session

· Baseline PTM after the baseline assessment to share the progress on the student and area for

  improvement

· Term 1(October) PTM to share progress, concerns and areas of improvement

· Term 2 PTM(on requirement) only for concern children from teachers side and for those on

   parent's request.

The following structure is used for conference

Teacher - Student

These are designed to give students feedback so they can reflect on their work and further refine and develop their skills. This is done frequently and is ongoing in order to support and encourage student's learning.

Teacher - Parent

This is done thrice a year to give parents information about the student's progress development and needs. This is an opportunity to share appreciation, to address concerns, answer parent's questions, define the curriculum program, gather background information.

Three way - involves student, parent and teacher [done very rarely, on need base]

2. **Written report [Term 1 and 2 Report]**

The Written Report or Feedback is sent home at the end of term 1 and 2. The school strives to communicate, share and reflect on students learning at the end of each term. This is a Summative record for students, parents and the school on the student's progress. The Report indicates areas of strengths, areas of improvement in all curriculum. The learner profile, attitudes and skills of students are reflected in the comments that teachers write.

3. Gallery walks

At the end of every unit parents are invited to school and the students showcase their learning to their parents. This provides an opportunity for children to demonstrate independence and responsibility for their own learning. They also share the journey of their learning with Parents through independent presentations, group presentations, art, performances, demonstrations, experiments, etc. It provides an opportunity to report students understanding of the unit, concept, a topic, to parents. It unites students, teachers and parents to collaboratively celebrate the child's success.

4. Portfolio

Portfolio is to identify student's growth and to provide continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers and students on student's progress on all areas of curriculum, handling attitudes, skills and learner

profile.

At the end of term 1 children share their portfolio with parents during the gallery walk. The portfolio consists of work samples of different subject area, Summative assessment, student reflection sheets from all areas of development. Both students and teachers select items to go into the portfolio. Key work pieces in the portfolio have a reflection completed by teacher / student. The work collected reflects student's growth as a learner.

5. Teacher's Assessment Folder [Class Record Sheets]

Teacher will maintain an assessment folder for the class. This includes ongoing assessment on all areas concern to students overall development. This folder is kept with the teacher and is referred to when working on the written report for term 1 and 2.

MYP Assessment Policy

The following assessment policy is available to all sections of the Neev Academy MYP community and shares all assessment practices.

I. Philosophy for Secondary School (MYP and DP) :

Neev's mission is to impact education at large and build a profound foundation for life. Learning at Neev rests on three strong pillars, namely personal, social and emotional development of a child, developing critical thinking skills of the child and maintaining academic rigour to strive for excellence. We at Neev believe assessments play a seminal role in attaining our mission and strengthening our pillars. Fostering creativity is vital in all spheres of life and critical in the middle years and needs to be sustained with rigour and discipline. This is where assessments become pivotal in promoting lifelong education and learning for our global citizens in the making. Assessments are a continuous process of documenting knowledge, skills, attitudes and beliefs, in measurable terms to promote an inclusive approach in the development of a child. It is meant to provide information about students' performance in areas of both strength and challenges. Assessment should also provide information on the efficacy of the programme. Assessments will focus on the knowledge and cognitive understanding of the children, their ability to analyse and assimilate information and instructions and express their opinions and feelings at different stages of the learning process. The essential aim of assessment is to augment the potential of each student. At Neev assessments are reckoned to be a positive mechanism, which act as a record of appraisal to enhance the learning of the student, upgrade and moderate teaching methodologies and encourage parent involvement to achieve overall development of an individual learner. Assessments at MYP & DP level strive to build a platform for young impressionable minds, which are constantly motivated to think beyond the ordinary and the commonplace, to be creative aspirants of a new tomorrow and to emerge as the international citizens

striding confidently towards representing our nation in the constantly evolving global arena.

II (a). Referencing and Bibliography style :

Where appropriate, students' responses as part of assessment will reference all sources and contain a bibliography. The referencing and bibliography style would be that of MLA 7.

II(b).MYP assessment practices at Neev Academy reflect the following beliefs about teaching and learning:

A. Assessments should be Learner-centric:

- Assessment practices incorporate different learning styles, abilities and aptitudes of students.
- Assessment is genuine and provides opportunities for students to exhibit their knowledge, understanding and performance.
- Assessment practices acknowledge and bear responsibility for the variations in culture and linguistics.
- Assessment is designed in a manner to hone students' critical thinking and self-assessment skills and lends them opportunities to benefit their learning and inquisition.

B. Assessment should be a collaborative process:

- Students have complete knowledge of how they will be assessed at every level of their learning process.
- Students are constantly engaged in both peer and self-assessment.
- Students, teachers and parents play pivotal roles in the learning process wherein through assessment they can constantly collaborate and reflect on the learning outcomes.
- Students should be aware of their areas of accomplishments and improvement in the learning process
- Feedback provided should avoid negativity and be encouraging.
- Assessment data lay the base for collaborative research and staff development.

C. Assessment should provide constructive feedback:

- The assessment process renders students with effective and instant evaluation about their present levels of accomplishments and areas of improvement.
- Assessment is directly linked with the MYP aims and objectives of each subject area.
- Teachers derive information to reflect upon and operate the instructional practices through assessment.

III. Evidence of Students' Understanding:

In order to gauge the achievement levels of students, there has to be a synergy between formative and summative assessments as no one particular kind of assessment can properly accommodate all the objectives of an MYP subject or cater to the wide gamut of the various learning styles and strategies. Evaluation of students' learning is a continuous process and ideally should make use of various means including:

- Check your understanding
- Portfolios/Notebooks/Journals
- Verbal responses
- Presentations
- Class discussions
- Group-work participation
- Compositions
- Performances
- Peer assessment
- Self assessment
- The creation of solutions to problems
- Labs (Science, Math and Technology)
- Pen Paper Tests

Formative Assessments:

To instill a holistic approach towards assessment for learning, a wide range of meaningful formative assessment tasks should always be used to hone students' skills, knowledge and understanding, culminating into summative assessment tasks. A purposeful formative assessment instructs and serves periodic information required to moderate the teaching programmes. Students actively participate in this process as they acquire the skills of self- assessment, peer assessment and identify goals based on their teacher's appraisal. As part of this process teachers should provide:

- Key Vocabulary Terms
- Examples of student work
- Scaffolded samples
- Questions that uncover and expand student learning
- Sample rubrics

Summative Assessments:

Summative assessment tasks are culminating evaluation for a unit, designed to provide information on students' achievement levels and assess student's understanding and knowledge against a fixed set of objectives. They are designed in alignment with the IB units and assessed vis-à-vis an

appropriate MYP subject guide and its respective objectives. Rubrics of assessment are upgraded and applied to all summative assessment tasks. These rubrics should connect the descriptors for each assessment criteria level with task-specific clarifications, i.e. remodeling the essential statements in the achievement levels in specific reference to the work being evaluated.

IV. Internal and External Assessments:

IB MYP conducts internal and external assessments. Internal assessment is set and conducted by all Middle School teachers. The Grades 6 to 9 of MYP singularly depends on internal assessment. However, Grade 10 IB MYP students will appear for end-of-year formal exit examinations for all/some subjects and Personal Projects of students will be sent to IB examiners for external moderation.
In order to gear students for the final MYP Exit examinations, students are exposed to assessment right from the Year 1 of MYP. A formal examination at the end of each term provides platform for the teachers to express professional feedback on student achievement with reference to mandated objectives. Neev believes that summative achievement levels should be grounded in well - balanced means and methodologies rather than just a performance based on examination.

V. MYP Assessment Practices at Neev Academy:

- Identify various styles of teaching and learning
- Individuated to identify the diversity of the learners
- Relevant and diverse evaluation opportunities are rendered to encourage the students.
- Assessment is criteria-related using learning objectives that are authorized by the MYP and explained clearly to the students by the teachers before they embark on the task.
- Evaluate what students comprehend, know and can perform.
- Both formative and summative assessments need to be conducted to evaluate students' understanding
  of concepts
- There is constant evaluation and reflection.
- Students need to self-appraise their progress and set goals for further development.
- School needs to assess their level of success in accomplishing certain learning objectives.
- Learning objectives should be institutionalized both at the departmental and the grade levels, and between MYP and IB to enable seamless progress.
- Be armed to review a wide spectrum of knowledge, skills, concepts, and attitudes apposite for a complex global existence.

VI. Reporting of Assessments:

Reporting is a means of giving "Feedback" for assessment. Assessment without feedback merely serves as "Judgement". So, "Effective Feedback" is a mere component of assessment that lets us make sense of judgement and help in improving individual work.

Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students learning, identifies areas for growth.

Effective Reporting at Neev includes:

- Involving parents, students and teachers as partners
- Reflecting the school philosophy and values
- Being comprehensive, honest, fair and credible
- Being clear and understandable to all parties.
- Identifying strengths, weaknesses and guiding for future improvement.
- Ensuring teachers incorporate what they learn during the reporting process into their future teaching and assessment practice.
- On going throughout the course of lessons
- Summing up what students Know, Understand and Do.

Internal Standardization for Reporting:

- **Best-fit Approach model for assessment:** The respective subject teachers make judgments in their students' achievement levels in each subject- group criterion. The achievement levels are determined from a range of learning experiences and assessments. When applying the assessment criteria to student performance, the teacher considers the descriptor that describes the student work. The teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

- **Moderation for establishing common standards in collaboration with faculty members:**
Three to four samples of summative tasks of a subject in a unit are chosen at random. Two teachers from the same department then review the samples separately. Following this the teachers meet to come to a common understanding on the criteria and achievement levels and how they are applied. A common grade is then decided. Through this process teachers increase the reliability of their judgments.

At Neev we Report on each student's development through:

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1. Conferences

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Portfolio is to identify student's growth and to provide continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers and students on student's progress on all areas of curriculum, handling attitudes, skills and learner profile.

At the end of term 2 children share their portfolio with parents. The portfolio, which can be electronic or physical, consists of work samples of different subject area, Summative assessment, students' reflection sheets from all areas of development. Both students and teachers select items to go into the portfolio. Key work pieces in the portfolio have a reflection completed by teacher / student. The work collected reflects student's growth as a learner.

4. Teacher's Assessment Folder [Anecdotal Record]

Subject teachers will maintain an electronic assessment folder for the class. This includes ongoing assessment on all areas concern to students' overall development. This folder is kept with the teacher and is referred to when working on the written report for term 1 and 2. In addition to this class teachers will maintain an anecdotal record folder reflecting the concern and growth for each student.

5. Reporting to Governing body - After each semester a report regarding MYP students overall performance during assessment will be presented to governing board.

VII. Conventions of Assessment:

A. Systematization of Assessment:

• All areas of content incorporate and integrate assessment in their designing, teaching and learning.
• Before introducing new knowledge, prior knowledge and experience need to be evaluated.
• To enable age-appropriate and skill-based development assessment is expressed on a vertical and horizontal grid throughout the learning process as evaluation tasks progress on lines of complexity where content and thinking aptitudes are concerned.
• Teachers collaborate and design assessment tasks, both intra and inter-disciplines.
• Assessment is integrated with the MYP aims and objectives in such a manner that the subject-specific content enables students to reach the standard benchmark of each subject cluster.

B. Methodologies of Assessment:

• Teachers use various evaluation initiatives to provide students with an opportunity to display their learning through essay questions, oral and visual presentations, portfolios, etc.
• Assessment is rooted in real-life experiences and their applications.
• Assessments are individuated to cater to the requirements of every learner.
• Adjustments in the curriculum framework are made for students with learning support requirements. This is done is consultation of the Learning support teacher
• The key focus of assessment is not only the final exhibition of learning but also the process of learning by every student

C. Review of Assessment:

• Assessment information is used to recognize the programme and goals of the entire school.
• Assessment information is also used to identify and address the learning needs of students, design the

curriculum and operate instruction, which will enhance effective teaching- learning programme.

- Assessment practices are continuously scrutinized and appraised to ensure the progress of the teaching-learning programme.
- Exemplars of evaluated students' work will be sent for external moderation to the MYP authorities to ensure that the assessment criteria are exactly comprehended.

D. Evaluation and Feedback on Assessment:

- In all MYP disciplines evaluation is criterion-based. Students are aware of the rubrics defining expectations of each criterion across the content of all disciplines.
- Every MYP criterion across all subjects is assessed at least twice for all students in one academic year.
- Students are given definite and instant feedback about their present achievement levels and areas where they need to improve through diverse means such as one on one with teacher, peer assessment, self evaluation etc.
- Assessment is recorded electronically for future access to parents and students alike.
- Students learn about their final achievement levels in their entire MYP experience in Year 5 of the programme.

VIII. Specific Guidelines for School Examinations:

MYP at Neev is proud to have its own Exam cell, which organizes and conducts the school exams within and after the completion of each term with its own set of rules and regulations which the children and the teachers are to strictly abide by. They are stipulated below.

General

1. Students must enter the examination centre only when instructed, maintaining silence and discipline.
2. Students can only carry water in a resealable container into the examination room.
3. Only transparent pencil pouches with the essential stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler) are permissible.
4. A student will not be allowed to carry anything out of the examination hall, or have access to any material during temporary absence.
5. The examination invigilator decides where each student will sit.
6. Students are not allowed to leave until the invigilator gives permission to do so.
7. Students are to strictly abide by the instructions issued by the invigilator who has every right to expel a student for violating the proper code of conduct of an examination theatre.

Late arrival

7. Late comers wouldn't be awarded any grace time.

Malpractice

8.Students are debarred from communicating amongst themselves while appearing for the examinations. Failing to observe this would be considered a malpractice resulting in serious consequences of losing out on final grades.

9. If a student accidentally carries any unauthorized material into the examination centre, it needs to be immediately handed over to the invigilator.Failing to do so can lead to serious consequences.

Early departures

10. No student will be permitted to leave the examination room during the first hour or during the final 15 minutes of any examination.

11. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return to finish the examination.

12. No examination materials should be taken out of the examination hall.

13. Students must leave the examination room silently maintaining order.

Note: As a staff, we will review our assessment agreements and policy annually. This policy will be revised May 2017

DP Assessment Policy

The following assessment policy is available to all sections of the Neev Academy DP community and shares all assessment practices.

I. Link between Assessment policy and other policies :

- Link to Academic honesty policy - The DP assessment policy is linked with DP academic honesty policy as the assessment policy mentions that students will be signing beforehand an undertaking that the work uploaded is the final version and is their own original work whether written/oral/video recorded. Additionally the policy also mentions that the comment given by teachers on only first draft of students must not be heavily annotated. The same is aligned with IB academic honesty guidelines.
- Link to Admission Policy : The admission policy is linked with DP assessment policy as the admission policy mentions the assessments undertaken by students for admissions into Diploma programme. Please refer to the DP admission policy for further details.
- Link to SEN Policy : The SEN policy is linked with DP assessment policy as the SEN policy mentions the differentiated assessments practices to be followed at DP for students having special access arrangement needs. The SEN policy will also specify various special access arrangements to be made for students having special access needs. Please refer to the DP SEN policy for further details.
- Link to Language Policy : The language policy is linked with DP assessment policy as the language policy mentions the assessments conducted for gauging the language proficiency level of students. Please refer to the language policy for further details.

II. Types of Assessment : Criterion referencing and Norm referencing

Norm referencing is a type of assessment practice in which student's performance is assessed by comparing the same with performance of other students in class.

This practice is not followed in IB as it leads to unnecessary competition and comparison among students.

Criterion referencing : is a type of assessment practice where the performance of an individual candidate is assessed on the basis of predefined criterion. Each criterion has its descriptors clearly laid out indicating students level of performance and explanation of the same.

IB follows criterion referencing as opposed to Norm - referencing. The school being an IB World school will follow the practice of criterion - referencing.

Reflective process in DP :

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Reflection is the key to improvement and innovation. Students at Neev Academy will be provided the opportunity to reflect on the assessment process and also on their own learning.

As part of Formative assessment students are encouraged to reflect on the assessment process and their own learning by providing feedback to teacher either in written or oral form. Further during term end examination (a type of summative assessment) students will be given opportunity to reflect on the assessment process by giving feedback on the following :

• Quality of examination paper

• Content of the examination paper

• Overall conduct of the examination

Also students will be asked for suggestions, if any regarding the above.

III. Assessment Approaches : Assessment of, for and as Learning

At Neev, the following assessment approaches are applied :

- **Assessment of Learning -** The purpose of this kind of assessment is usually SUMMATIVE and is mostly done at the end of a task, unit of work etc. "It is designed to provide evidence of achievement to parents, other educators and the students themselves." Rethinking Classroom Assessment with Purpose in Mind" Page 55.
- **Assessment for Learning :** The emphasis shifts from summative to FORMATIVE assessment in Assessment for Learning. Assessment for Learning happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.
- **Assessment as Learning :** Through this process students are able to learn about themselves as learners and become aware of how they learn – become metacognitive (knowledge of one's own thought processes). Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be. Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.

IV. Approaches to learning (ATLs) and Assessment practices at Neev Academy

One of the approaches to teaching (as listed by IB) states that teaching must be informed by assessment (formative and summative). At Neev Academy assessment plays a major role in ensuring that adequate support is provided for effective learning and its measurement. To this end each subject/core assessment (whether formative or summative) in DP is aligned with specific course aims and objectives which in turn makes teaching effective to the course requirement and also to the

formal assessment requirements.

The reflection process as stated above is part of the IB ATL skills which intends to build communication which is based on respect for self and others.

V.DP Assessment practices at Neev Academy

DP assessment practices at Neev Academy reflect the following beliefs about teaching and learning:

A. Assessments should be Learner centric:

• Assessment practices incorporate different learning styles, abilities and aptitudes of students.

• Assessment is genuine and provides opportunities for students to exhibit their knowledge, understanding and performance.

• Assessment practices acknowledge and bear responsibility for the variations in culture and linguistics.

• Assessment is designed in a manner to hone students' critical thinking and self assessment skills and lends them opportunities to benefit their learning and inquisition.

B. Assessment should be a collaborative process:

• Students have complete knowledge of how they will be assessed at every level of their learning process.

• Students are constantly engaged in both peer and self assessment.

• Students, teachers and parents play pivotal roles in the learning process wherein through assessment they can constantly collaborate and reflect on the learning outcomes.

• Students should be aware of their areas of accomplishments and improvement in the learning process

• Feedback provided should avoid negativity and be encouraging.

• Assessment data should lay the base for collaborative research and staff development.

C. Assessment should provide constructive feedback:

• The assessment process should provide students with effective and timely evaluation about their present levels of accomplishment and areas of improvement.

• Assessment is directly linked with the DP aims and objectives of each subject area.

• Teachers derive information to reflect upon and operate instructional practices through assessment.

VI. Evidence of Students' Understanding :

In order to gauge the achievement levels of students, there has to be a synergy between formative

and summative assessments as no one particular kind of assessment can properly accommodate all the objectives of a DP subject or cater to the wide gamut of the various learning styles and strategies. Evaluation of students' learning is a continuous process and ideally should make use of various means including:

I. *Check your understanding*

・Portfolios/Notebooks/Journals/Reflection forms/Research Projects and Explorations with written

   reports/Written and oral commentaries

・Verbal responses

・Presentations

・Class discussions

・Group work participation

・Compositions

・Performances

・Peer assessment

・Self assessment

・The creation of solutions to problems

・Labs/Individual investigation(Science, Math and Technology)

・Pen Paper Tests

II. *Formative Assessments:* To instill a holistic approach towards assessment for learning, a wide range of meaningful formative assessment tasks should always be used

to hone students' skills, knowledge and understanding, culminating into summative assessment tasks. A

teaching programmes. Students actively participate in this process as they acquire the skills of self assessment, peer assessment and identify goals based on their teacher's appraisal. As part of this process teachers should provide:

・Key Vocabulary/Technical Terms

・Examples of student's work

・Scaffolded samples

・Questions that uncover and expand student learning

・Unit test conducted at the end of each unit

III. **Summative Assessments :** Summative assessments in the form of term end assessment/mock

assessment replicate the IB assessment for different components in the exams. These assessments are designed to provide information on students' achievement levels and assess student's understanding and knowledge against a fixed set of objectives. They are designed in alignment with the IB units and assessed visàvis an appropriate DP subjects guide and its respective objectives.

Summative Assessments in the form of term end assessments occur after every six months.

VII. Internal Standardization for DP must include

- Benchmarking of assessment through creation of marking schemes for question papers of different subjects/assessment components.
- Moderation Process : Moderation of selected sample of marked scripts for establishing common standards of marking in the subject. Head of Department in each department will lead the moderation process in each department. Teachers will first mark the sample scripts and then discuss their marking to reach a common understanding about marking.

VIII. Grading System

Grade Boundaries for Summative assessment Diploma Programme:

DP subject specific teachers at Neev Academy (in consultation with respective HODs and DPC) will design their own grade boundaries on the basis of DP grades descriptors as published by IB on OCC. As per the standard IB practice, the grade boundaries for each subject will be determined while reviewing paper during the subject specific moderation process (as mentioned previously in this document).

IX. *Students and parents are made aware of the IB assessment criterion through:*

• Curriculum Presentation at the beginning of the new academic year.

• Term wise curriculum will be posted on students service website (proposed website for providing specific info. to DP students)

• OPTM (Orientation PTMs for new parents) and regular PTMs

• Handbook for students and parents

• Teacher's direct instructions in class

• Meetings with DP coordinator

X. *Internal and External Assessment*

Internal Assessment :

All IBDP subjects have an Internal assessment component, which students must complete during the course of two years. The internal assessment (whether written or oral) is internally marked by the

school teacher and externally moderated by IB moderators. As submission of internal assessment is digital hence students upload their internal assessment using the secure login provided to them individually by DPC. The students will be signing beforehand an undertaking that the work uploaded is the final version and is their own original work whether written/oral/video recorded. After receiving the duly signed undertaking from student, the DPC along with subject teacher/s will submit students marks of Internal assessment to IB through IBIS. Once all students marks are entered on IBIS, the system will automatically generate selected list of students whose internal assessment work needs to be uploaded on IB e-upload portal for the purpose of moderation. DPC along with subject teachers will upload students work.

The timeline for the completion of Internal Assessments is clearly given in Neev School Calendar, which the students are expected to stringently follow. This document is collaboratively agreed by all teachers. There will be two soft deadlines (which will serve as reminders to students and parents) followed by one hard deadline (after which school will call parents for discussing the delay in submission/s and the ways in which to ensure that future submissions are done as per the timeline (as prescribed by the school). The deadlines will be communicated to parents and students at the beginning of the academic year. Also reminders through email will be sent to students and parents before each deadline (whether soft or hard). Further in case of oral assessment being part of Internal Assessment, specifically in subjects like English A, Hindi B, French B and French Ab Initio and ToK, students must be prepared for a scheduled assessment. As mentioned above, students and parents will be notified regarding the same at least two weeks before the actual assessment. The school/teachers are not liable to reconduct the examination in case the student/s get/s absent without prior information or without any genuine reason. The parents are expected to communicate beforehand along with written evidence (if possible), the reason for absence to DPC. If the DPC (in consultation with HOD teachers) is satisfied with the genuineness of above mentioned absence then the student might be permitted to appear for assessment. Also it is highly recommended for students to not miss any kind of assessment whether in school or IB assessment.

The teachers are required to mark, moderate students internal assessment work and submit the IA marks to the DPC. At the start of the academic year, DPC will discuss and finalize the assessment submission dates with all the departments.

Role of teachers in giving feedback on Internal Assessment - draft :

As per IBO guidelines teachers are expected to provide written comments on the first draft only. The school will adhere to the IB guidelines. Once the written comments are given, the students are expected to submit the final version to the teacher. The teachers must not (in any situation whatsoever) provide written comments after giving first draft comments.

Students empowerment through feedback : Neev Academy strives to make students independent learners.With this objective in mind, the DP teachers at Neev Academy must be ensuring that the feedback provided on : Internal Assessment draft/Extended Essay draft/Other forms of Student's work must not be aimed at major editing of draft/student's work, by the teacher. The teacher's feedback (although specific in nature) must be of indicative nature only. The aim of feedback is toencouragestudents tothink/explorefurtherand come up with their own point of view/s rather than

merely copying teacher's viewpoints. The teachers at Neev Academy must understand the difference between editing student's work and providing indicative feedback which is progressive in nature and has scope for students participation and original thoughts.

XI.*External or Written Assessment/s*

External Assessment comprises written tasks, written assignments in languages, Extended Essays and TOK Essays etc. DPC will discuss and finalize the submission dates for the same with respective subject teachers, TOK teachers and EE team. DP coordinator will send these assessments to IB examiners who will then grade these externally.

The above mentioned deadlines (both for internal and external assessment) will be published for students, parents and DP team.

XII. *Term wise weighting of Internal and External Assessment :*

Academic Session for Grade 11 will start in the month of June with first term examination in the month of Sept./October and second term examination in the month of March. Academic Session for Grade 12 will start in the month of June with first term examination in the month of October and mock examination in the month of March. Students will be appearing for final IBDP examination in the month of May.

Examination	Internal Assessment Weighting	External/Written Assessment Weighting
Grade 11		
1st Term Examination	*Weighting as prescribed in IBDP subject specific guide*	*Weighting as prescribed in IBDP subject specific guide*
2nd Term Examination	*Same as above*	*Same as above*
Grade 12		
1st Term Examination	*Weighting as prescribed in IBDP subject specific guide*	*Weighting as prescribed in IBDP subject specific guide*
Mock Examination	*Same as above*	*Same as above*

Neev Academy - *Assessment Policy*

XIII. Internal and External/Written Exams/ Tests :

In the first year Grade11 students will appear for formatives, summative assessments (two term end examinations).

During first year the students will appear for the first term examination in the month of Sept & Oct. The second term examination will be scheduled in the month of March. In the second year, Grade 12 students will appear for formatives , summative assessments (one term end examination to be scheduled in the month of Sept & Oct and one mock examination to be scheduled in the month of Feb & Mar).

At the end of two years Diploma programme, Grade 12 students will appear (in the month of May) for IBDP external examinations. The dates of the examination are decided by IBO. IBDP examinations will be conducted as per IB guidelines. The results of final IBDP examination will be declared by IB on 5th July.

XIV.*Assessment Practices at Neev Academy:*

• Identify various styles of teaching and learning

• Individuated to identify the diversity of the learners

• Relevant and diverse evaluation opportunities are rendered to encourage the students.

• Evaluate what students comprehend, know and can perform.

• Both formative and summative assessments need to be conducted to evaluate students' understanding of concepts

• There is constant evaluation and reflection.

• Students need to self appraise their progress and set goals for further development.

XV. Reporting of Assessments:

Diploma Programme: Reporting is a means of giving "Feedback" for assessment. Assessment without feedback merely serves as"Judgement". So,"Effective Feedback" is a mere component of assessment that lets us make sense of judgement and help in improving individual work.

Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students learning, identifies areas for growth.

Effective Reporting at Neev includes:

• Involving parents, students and teachers as partners

• Reflecting the school philosophy and values

• Being comprehensive, honest, fair and credible

• Being clear and understandable to all parties.

• Identifying strengths, weaknesses and guiding for future improvement.

• Ensuring teachers incorporate what they learn during the reporting process into their future teaching

    and assessment practice.

• On going throughout the course of lessons

• Summing up what students Know, Understand and Do.

Neev will issue several reports on the various nuances of a student's development in the course of the academic year. The formative and summative assessments marks/grades will be sent to parents as transcripts. All reports are written and sent online to parents.

Schedule of written report for DP:

Name of Report Description

Baseline Report This report is for all the new students who will join the programme. The students will receive a report each from their class teacher and subject teacher.

Term 1 and 2 Report

End of term. This report will be generated for the entire student cohort and will reflect the overall progress and development of the student including the exam performance. This comprehensive report also suggests the areas of improvement for the students. The report will also include reporting on CAS, EE and TOK in the manner as described below :

Grade 11 - First term DP core component reporting will include	
CAS	Brief comment from CAS Coordinator mentioning details (along with sample of student's reflections and photographs of student undertaking CAS experience/s) of CAS experiences (with the mention of CAS strand/s it falls into) undertaken (during first term) by the student. Further commenting on aspects like student's initiative, participating, leadership skills, team working etc. The comment will also include no. of learning outcomes achieved till date and the areas of improvement/concern, if any and how to address the same.
EE	Will not be reported as the EE process will start post first term
TOK	TOK teacher/s will comment on : ● Student's presentation skills (as student will be giving a series of mock TOK presentations in their classes. ● Student's participation in class ● Areas of improvement/concerns, if any and how to address the same.

Grade 11 - Second term DP core component reporting will include	
CAS	Brief comment from CAS Coordinator mentioning details (along with sample of student's reflections and photographs of student undertaking CAS experience/s) of CAS experiences (with the mention of CAS strand/s it falls into) undertaken (during second term) by the student. Further commenting on aspects like student's initiative, participating, leadership skills, team working etc. The comment will also include no. of learning outcomes achieved till date and the areas of improvement/concern, if any.
EE	EE supervisor will comment on : ● Students adherence to EE timelines and his/her approach towards EE ● Efforts undertaken by the student in selecting topic and finalizing the RQ ● Current status in terms of research phase ● Areas of improvement/concerns, if any and how to address the same.
TOK	TOK teacher/s will comment on : ● Student's presentation skills (as student will be giving a series of mock TOK presentations in their classes. ● Student's participation in class ● Areas of improvement/concerns, if any and how to address the same.

Grade 12 - First term DP core component reporting will include	
CAS	Brief comment from CAS Coordinator mentioning details (along with sample of student's reflections and photographs of student undertaking CAS experience/s) of CAS experiences (with the mention of CAS strand/s it falls into) undertaken (during first term) by the student. Further commenting on aspects like student's initiative, participating, leadership skills, team working etc. The comment will also include no. of learning outcomes achieved till date and the areas of improvement/concern, if any.
EE	EE supervisor will comment on : ● Students adherence to EE timelines and his/her approach towards EE

	● Efforts undertaken by the student in completing his/her EE ● Areas of improvement/concerns, if any and how to address the same.
TOK	TOK teacher/s will comment on : ● Student's participation in class ● Areas of improvement/concerns, if any and how to address the same.

Grade 12 - Mock exam DP core component reporting will include	
CAS	Brief comment from CAS Coordinator mentioning details (along with sample of student's reflections and photographs of student undertaking CAS experience/s) of CAS experiences (with the mention of CAS strand/s it falls into) undertaken (during by the student. Further commenting on aspects like student's initiative, participating, leadership skills, team working etc. The comment will also include no. of learning outcomes achieved till date and the areas of improvement/concern, if any.
EE	No comment will be given as EE process has finished in the Grade 12 first term itself.
TOK	TOK teacher/s will comment on : ● Students adherence to TOK timelines and his/her approach towards TOK essay ● Efforts undertaken by the student in completing his/her TOK essay ● Areas of improvement/concerns, if any and how to address the same.

Mock exam report

This report is sent to all and includes the student's performance and preparedness for DP examination conducted by IB at the end of two years.

Link for the DP report format : https://goo.gl/wJdJPV

At DP Neev we report on each student's development through:

• OPTM (Orientation Parent Teacher Meeting) at the beginning of each academic session

• Baseline PTM after the baseline assessment to share the progress on the student and area for improvement

• Term 1(October) PTM to share progress, concerns and areas of improvement

• Term 2 PTM(on requirement) only for concern children from teacher's side and for those on parent's request.

Written report [Term 1 and 2 Report]

The Written Report or Feedback is sent online to parents at the end of term 1 and 2. The school strives to communicate, share and reflect on students learning at the end of each term.This is a Summative record for students, parents and the school on the student's progress. The Report indicates areas of strengths and areas of improvement across subject areas. The learner profile, attitudes and skills of students are reflected in the comments that teachers write.

Teacher's Assessment Folder [Anecdotal Record] : Subject teachers will maintain an electronic assessment folder for the class. This includes ongoing assessment on all areas concern to students' overall development. This folder is kept with the teacher and is referred to when working on the written report for term 1 and 2. In addition to this class teachers will maintain an anecdotal record folder reflecting the concern and growth for each student.

5. Reporting to Governing body - After each semester a report regarding DP students overall performance during assessment will be presented to governing board.

XVI. DP predictive grades:

The school will follow the below mentioned guidelines regarding predictive grades :

• In case of predictive grades to be given before the first term examination in Grade 12, the DPC in consultation with subject teachers and HOD will finalize the predicted grade for students. Students performance in Grade 11 first term examination and final examination will be taken into account while deciding about the predicted grades.

• In case of predictive grades to be given after first term examination in Grade 12, the DPC in consultation with HOD and teachers will decide the predicted grade to be given to students. The student's Grade 12 first term examination performance will be taken into account for the same.

• In case of predictive grades to be given after mock examination in Grade 12, the school will not add any points to the overall score achieved by student in mock examination. For e.g. the student has

scored 'x' in mock examination then school will provide predictive grade of 'x' to student. This is due to the fact that school wishes to provide as accurate predictive grades as possible to IB and to universities (both in India and abroad).

Note : Predictive grades will not include grades for DP Core (EE and TOK). Both EE and TOK are externally marked (except TOK presentation) component hence no grade will be provided by the school.

DP predictive grades to be submitted to IB:

DP coordinator will submit actual mock score (in specific subjects) as predictive grade to IB in accordance with the dates published by IBO. Regarding DP Core (EE and TOK), EE supervisors and TOK teachers will provide predictive grades to DPC and the same will be provided to IB.

XVII. Exceptional Circumstances :

Students missing the written examination (term end or mock assessment) due to unforeseen circumstances :

Students who are not able to give in school examination (written examination term end or mock examination) for specific subject/s will be provided an opportunity to reappear for the examination within 3 days of the actual examination date (excluding school nonworking days). The permission for rewriting the assessment will only be in cases where DPC is convinced that student has missed the exam due to genuine reason/s and the absenteeism was not intentional.However this opportunity is not available for DP examination (held at the end of two years).

Students missing internal assessment deadlines : Students will be allowed to submit internal assessment work on the next working day following the last date of internal assessment submission. The same will be permitted by DPC (in consultation with the subject teacher/s) in cases where the breach of deadline was only due to genuine reason/s.

XVIII. Specific Guidelines for DP Examinations conducted within school premises:

Neev has a well organised Exam cell, which organizes and conducts the school exams within and after the completion of each term with its own set of rules and regulations which the children and the teachers are to strictly abide by. They are stipulated below.

Instructions for Students during examination

1. Students are expected to arrive 15 minutes before the examination is scheduled to begin.
2. Once you enter the exam room, the examination is considered to be in progress and you are subject to all IBO exam regulations.
3. Students must enter the examination centre only when instructed, maintaining silence and discipline.
4. Students can only carry water in a resealable, transparent container into the examination room.
5. Only transparent pencil pouches with the essential stationery (for example, pens, pencils,

colored pencils, an eraser, geometry instruments and a ruler) are permitted inside.

6. A student will not be allowed to carry anything out of the examination hall, or have access to any material during temporary absence.
7. The DP coordinator will decide where each student sits.
8. A large clock and board to post start and end times will be in the room.
9. Students are not allowed to leave until the invigilator gives permission to do so.
10. Students are to strictly abide by the instructions issued by the invigilator who has every right to expel a student for violating the proper code of conduct of an examination theatre.
11. Only authorized material should be taken into the exam room.
12. Calculators will only be permitted for those subjects/papers that IB specifies
13. Candidates must be supervised during a temporary absence. There must be no communication during the absence.
14. A candidate must not take any material out of the room, refer to any material when absent, or return with any material. Candidates have to turn in all papers including rough notes.
15. It is the candidate's responsibility to fill in the cover sheet correctly.
16. Late comers wouldn't be awarded any grace time.
17. Students are debarred from communicating amongst themselves while appearing for the examinations. Failing to observe this would be considered a malpractice resulting in serious consequences of losing out on final grades.
18. Students will not share stationery in the duration of the examination
19. If a student accidentally carries any unauthorized material into the examination centre, it needs to be immediately handed over to the invigilator. Failing to do so can lead to serious consequences.
20. No correction ink must be used in the answer scripts
21. Candidates must not disclose the content of any board exam paper
22. to any person outside of the immediate school community within 24 hours after the exam. This includes any form of communication, whether verbal, written or electronic.
23. No student will be permitted to leave the examination room during the first hour or during the final 15 minutes of any examination.
24. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return to finish the examination.
25. No examination materials should be taken out of the examination hall.
26. Students must leave the examination room silently maintaining order.

XIX.Roles and responsibilities for training new teachers

The HODs of different department will be having primary responsibility for training of new DP teachers. The training will include(but not limited to) :

• Imparting the understanding that IBDP assessment is criterion related (as opposed to norm referenced) assessment.

• Explanation of the distinction between formal IB assessment and the supporting formative

processes that school has developed.

• Ensuring that new teachers understand that the assessment is done so as to ensure that students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

• Emphasize that the single most important aim of Diploma Programme assessment (consistent with the Primary Years Programme and the Middle Years Programme) is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as class and homework activities. (Guidelines for developing a school assessment policy in the Diploma Programme ; © International Baccalaureate Organization 2010)

XX. Roles and responsibilities for implementing, evaluating and reviewing the assessment policy

The assessment policy is a working document which will be reviewed annually. The policy review committee comprising of Pedagogical leaders The Managing Trustee, DPC, Asst. DPC, MYPC and PYPC will be in charge for review of assessment policy.

Details	Month & Yr.
last review done in	**Oct' 2016**
Next review due in	**Oct' 2017**

References :

- IBO . "Guidelines for developing a school assessment policy in the Diploma Programme." *occ.ibo.org*. 2010. Web. 9 Dec.2016.<http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dp%2Fd_0_dpyyy_ass_1101_1_e%2Epdf>.
- DECS.*Assessment of Learning*. web: n.p., 2007. Web. 17 Jan. 2017. <https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_for_as_learning.pdf>.

Appendix 1

Academic Year 2016-17

DP Report Card
Term :I

Student Name :Kreena
Enrollment No.:
Grade : XII

Dear Parents,

At Neev Academy, our aim is to provide students with enriching and challenging experiences and opportunities to help them think critically and creatively and enable them to connect classroom learning to real life situation. While we are proud to expose our students to academic rigour, we believe in providing education in a fun way and hence give equal emphasis to curricular and co-curricular activities for their holistic development.

Whether in classroom, on the sports field, during field trips or expert visits, we want our students to experience the joy of learning. We believe in partnership with the parents in the student's learning journey. It is now time to share the midterm progress of your child.

This report is an evaluation of the personal progress of our students in the Diploma Programme at Neev Academy.

Best regards,
Neev Academy
Principal

Attendance		
Absent	Present	Late

 IB Learner Profile

Inquirers -   *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.*

Knowledgeable - *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.*

Thinkers - *We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

Communicators - *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.*

Principled - *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.*

Open-minded - *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.

Caring - *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.

***Risk-takers -** 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.*

***Balanced -** We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual)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.*

Grades	
Subject	***SA Grade***
English Language & Literature SL	5
French AB Initio	0
Mathematics SL	3
Business & Management HL	3
Economics HL	1
Computer Science HL	3

Grade Descriptors

The grading system is as per the norms prescribed by the IB Board. ABA grades includes projects, assignments, activities and practical work.

Grade	*Range*	*Descriptor*
7	*85-100*	*Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.*
6	*75-84*	*Consistent and thorough understanding of the required knowledge and*

		skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	*65-74*	*Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.*
4	*55-64*	*General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.*
3	*35-54*	*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 to normal situations with support.*
2	*21-34*	*Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.*
1	*20 and below*	*Minimal achievement in terms of the objectives.*

Learning Skills and Work Habits

Key: A - Almost always   R - On a regular basis
S -   Some of the time   N -   Not ready at this time

Summary of Achievement
Term 1

English Language & Literature SL

Neev Academy - *Assessment Policy*

Course Description: *The student was exposed to improvising language ability by analyzing extracts of language & literature and writing commentaries.*

Performance: *Needs to become more serious and less distracted. A lot of reading is required to enhance ability to link concepts with language*

Learning skills and Work Habits

Responsibility:	A

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per er schedule

Initiative and Independent work:	R

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort:	S

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship.

French AB Initio

Course Description:

Performance:

Learning skills and Work Habits

Responsibility:	R

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per schedule

Initiative and Independent work:	A

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort:	*S*

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship

Mathematics SL

Course Description: *Quadratic equations/functions, sequence/series, exponents/logs, Binomial, Trigonometry, Probability*

Performance: *Capable of performing better but requires a stringent work schedule and practice on a daily basis.*

Learning skills and Work Habits

Responsibility:	*A*

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per schedule

Initiative and Independent work:	*A*

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort:	*A*

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship

Business Management HL

Neev Academy - *Assessment Policy*

Course Description: *Business organization and Environment, Human Resources.*

Performance: *Kreena is expected to be more sious and focus on his work additional effort. He is encouraged to complete the given assignments, refrain from frequent absenteeism and improve on his analytical skills with respect to the case studies.*

Learning skills and Work Habits

Responsibility: | R |

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per schedule

Initiative and Independent work: | R |

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort: | A |

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship

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Economics HL

Course Description: *Competitive markets, Elasticities, Govt Intervention, Market failure, Theory of firm 1*

Performance: *Kreena is expected to be more seriousous and focus on his work additional effort.*
He is encouraged to complete the given assignments, refrain from frequent absenteeism.

Learning skills and Work Habits

Responsibility: | A |

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per schedule

Initiative and Independent work:	A

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort:	A

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship

Computer Science HL

Course Description: *System Fundamentals: Different stages of system life cycle, data collection techniques, requirement specification, System analysis, System Design, Data capture, system, flowchart, documentation, Introduction to Programming - Tokens, variables, Identifiers, assignments, punctuations, separators, keywords, data types, arithmetic expression, type conversion, Operators, decision making, looping statements. Computer Networks, computer Architecture in terms of number systems, truth table and logic gates.*

Performance: *Kreena is capable of better performance. He is constantly encouraged to concentrate on his work and put in more effort. Practice in the written form is required for algorithm on a regular basis. He is expected to answer appropriately and relevantly to the questions.*

Learning skills and Work Habits

Responsibility:	A

Takes responsibility and manages own behaviour

completes and submits class work, homework, assignments as per schedule

Initiative and Independent work:	R

Demonstrates curiosity and interest in learning

Looks for and acts on new ideas and opportunities for learning

Follows instructions with minimal supervision

Collaborative Effort:

A

Accepts various roles in a group and respects opinions, ideas, traditions of others

Work with others to resolve conflicts and build healthy peer-to peer relationship

Neev Academy - *Assessment Policy*

Student Name :		Grade :	
Exam Name :		Attendance:	

OVERALL GRADES

S.No.	Subject Name	Grade
1	English Language & Literature SL	6
2	French AB Initio	4
3	Mathematics SL	4
4	Business Management HL	6
5	Economics HL	3
6	Computer Science HL	6
	Total	29

Grade Descriptors

The grading system is according to the IB Board.
For Skill based Assessment, the mark includes projects, assignments, activities and practical.

Neev Academy - *Assessment Policy*

Inquirers - *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.*

Knowledgeable - *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.*

Thinkers -*We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

Communicators - *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.*

Principled - *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.*

Open-minded - *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.

Caring - *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.*

Risk-takers - *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.*

Balanced - *We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual)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.*

Principal.