



Assessment Policy- May-2023

"What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources.— (Peterson 1971)

Version	Revision Date (Document Review Date)	Authors (Who revised it?)	Any significant changes / editing to the original policy.
	May 2023	Pankaj Loomba	Updated-the old policy
		Senior Leadership	
		DP staff	
		DP students	
		Parents	

IBO Programme standards and practices 2020

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 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. (0301-05-0100)

Culture 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. (0301-05-0200)

Culture 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. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous

learning and growth. (0301-05-0500)

This policy applies to and should be read by:

- ❖ school leadership team, administrators and the wider community responsible for creating and implementing the academic integrity policy
- ❖ dp staff responsible for the teaching and preparation of work submitted to the IB for assessment.
- ❖ all staff responsible for the delivery of IB examinations.
- ❖ students going through assessment and submitting work to the IB.
- ❖ parents and legal guardians of IB students going through assessment.

This policy document explains:

- ❖ A statement of the philosophy and principles that underpin all assessment practice
- ❖ A section detailing assessment practices that teachers are expected to follow, covering both formative and summative aspects.
- ❖ Statements clarifying expectation and practices about:
 - ❖ Grading/ Marking
 - ❖ Recording
 - ❖ Reporting
 - ❖ Homework
- ❖ Links between the assessment policy and other documents, articulated in full (for example, the school's language and admissions policies)
- ❖ Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers.

What is “assessment”?

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period,

and at other times they take place over a few hours. Assessments will sometimes be judged by the student's teacher, while other times they are evaluated by an external examiner. (Assessment principles and practices—Quality assessments in a digital age, IBO 2018)

At Suzhou Innovation Academy assessment is used to inform both teachers and students. Teachers are expected to utilize information gathered about students' progress to inform and adapt their approaches to teaching to accommodate the needs of all students. Through being assessed, students are expected to be able to recognize their progress and achievements and understand where they need to improve and how to improve.

This policy intends to establish a framework for assessment across the school's IB course by identifying and explaining the different types of assessment and reporting systems that teachers are expected to follow and employ. The policy must be shared with all stakeholders on the school's IB course.

Purpose of the policy:

- To ensure assessment is fair, valid and consistent for all students.
- To outline recording and reporting procedures on the school's IB course.
- To ensure consistency of assessment procedures.
- To meet requirements for assessments set out in the Diploma Programme Assessment Procedures.
- To guide students in achieving the best results possible.

Principles of the policy:

Procedures are transparent and well publicized.

Internal assessments and external assessments will be spread over the year.

to minimize pressure on students and staff. Assessment records will be kept providing evidence for compassionate consideration or an extension. Completed student results will be stored in a readily retrievable way. Record keeping will allow for regular feedback to students and parents about progress.

Objectives of the assessment policy

The assessment policy aims to ensure that all assessments used across the IB courses are consistently fair and accurate and used to improve teaching and learning. To achieve this, it is expected that all teachers will ensure that they:

1. Embed assessment as an integral part of teaching and learning.
2. Share learning goals and objectives with students.
3. Help students to know and recognize the standards they are aiming for.
4. Provide effective feedback to students so that they can recognize areas to improve and how to improve.
5. Actively involve students in their own learning.
6. Involve students in peer and self-assessment.
7. Involve students in reviewing and reflecting on assessment information.
8. Adjust teaching to take into account results of assessments.
9. Use a variety of assessment strategies, including both formative and summative assessments.
10. Recognise the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial to learning.

To ensure that this assessment policy remains appropriate and effective in improving teaching and learning, it will be reviewed annually.

Forms of assessment used.

Teachers are expected to use a variety of assessment strategies that aid teaching and learning. The descriptions below outline the forms of summative and formative assessments used on the IB course.

Summative Assessment:

During each grade level, students will receive a variety of summative assessments throughout the course of the academic year. These may include:

1. Review quizzes/tests
2. End of unit assessments
3. Projects
4. End of term achievement tests
5. Homework
6. Individual assignments

Results of these assessments must be recorded on the Managebac by all teachers and provided to students to show their current levels of achievement. All summative information must be collated by subject teachers and used as a means of monitoring and evaluating achievement in each subject.

Formative Assessment:

Students will receive a variety of formative assessments throughout the course of the academic year. These may include:

1. Presentations
2. Practical's
3. Oral presentations/tests
4. Portfolio/coursework
5. Essays

Procedures for monitoring teaching and course delivery

- a) Teaching according to IB subject guides is the responsibility of the teacher in charge of the relevant subject.
- b) IB teachers will review unit planners annually to ensure that the courses have documents which are current, relevant and comply with IB requirements.
- c) Evaluation of course delivery will be carried out by the IBDP Coordinator and Principal who will report their findings to the management. Teacher evaluations will be used as a part of this process.
- d) All new subjects offered must be presented to and approved by the school.
- e) The management systems on the IB course will be reviewed by the IBDP Coordinator and Principal periodically.

Procedures for scheduling assessments

- a) The dates of course deadlines for all summative assessment items must be given to the IBDP Coordinator when asked for.
- b) The IBDP Coordinator should monitor assessment deadlines and, if necessary, arrange meetings with teachers to avoid and resolve any clashes of assessment deadlines and use of resources. If the timing of assessments appear likely to cause significant difficulties for students,

the IBDP Coordinator will request appropriate deadline changes to be made.

c) These subject dates will be put on the school database in the IB Diploma folder, and will be made accessible to students in print and electronic formats.

d) Check points must be given to students when long assignments are set.

e) Students should be informed about the importance of meeting deadlines and supported in organizing themselves accordingly.

Procedures for ensuring the authenticity of assessments.

(a) The teacher in charge will identify the authenticity issues relating to each internally assessed task.

(b) The teacher in charge will develop procedures in accordance with the school's Academic Honesty Policy to address any issues relating to the authenticity of students' work. These procedures may include:

Checking projects at various stages of completion

Simultaneous assessment of students

Isolating classes of students who are assessed prior to other classes.

(c) According to IB requirements all students will be asked to sign a declaration of authenticity for internally assessed work, TOK and the extended essay.

Recording and Reporting

Student academic reports will be distributed through the student information system platform. Summative assessment results will be noted as a percentage of marks, and overall grades are determined by referencing programme-specific grade descriptors. IB Grade descriptors will be used for DP assessments, while school-developed grade Descriptors will be used for FP. All formative and summative assessment results will be taken into account in the calculation of semester grades. Grades will be given on a 1 to 7 scale, as per the specific programme's protocol of grading. Students will get assessment reports twice during an academic year, at the end of each semester. The report will carry summative assessment percentages, the overall semester grade, and subject-specific comments describing the student's achieved skills and areas for improvement. The year grade, given at the end of each academic year, is computed by averaging the two semester grades.

Predicted Grades (PGs) for DP Students

DP students will require PGs for university admission applications. They will be uploaded in students' subject record on IB Information System (IBIS). PGs will be given strictly based on the latest IB grade descriptors available in the Programme Resource Centre. All relevant summative and formative assessment results will be taken into account to determine PGs. Under no circumstances will PGs be inflated or moderated following student or parent disagreement. Detailed explanation on how PGs are calculated will be given to students at the start of the programme. The PGs for early decision applicants will be available at the end of September of DP Year 2.

Promotion and Failing Conditions

FP students must secure a combined minimum score of 30 in six of their subjects with no individual subject score below 4, as well as complete the Core Components, to be considered for promotion to DP Year 1.

Students failing to meet these requirements will be disqualified in the programme. DP students must meet the passing condition as defined in DP policies for assessments at the end of the first year to be promoted and continue as DP students in their second year. For any DP student failing to meet the passing criteria, the Programme Coordinator will organize a parent-student-teacher meeting to plan a future pathway of success, which can be a specific improvement plan to enable the student to continue as IBDP students, or a switch for the student to become IB Course candidate instead.

Roles and Responsibilities for Implementing, Evaluating, and Reviewing the Assessment Policy and for Training New Teachers

The implementation, evaluation, and review of the Assessment Policy are essential components of ensuring a fair and effective assessment system within the International Baccalaureate (IB) program at Suzhou Innovation Academy. This section outlines the roles and responsibilities for key stakeholders involved in these processes, as well as the training of new teachers to maintain high standards of assessment practice.

Implementing the Assessment Policy

Teachers:

Teachers play a vital role in implementing the Assessment Policy. They are responsible for understanding and adhering to the guidelines and principles outlined in the policy.

Teachers should design and develop assessments that align with the IB curriculum, including formative and summative assessments.

They should provide clear assessment criteria and rubrics to students, ensuring transparency and consistency in grading.

Teachers should engage in ongoing professional development to enhance their knowledge and skills in assessment practices.

Students:

Students should familiarize themselves with the assessment criteria and expectations outlined in the Assessment Policy.

They should actively participate in the assessment process, seeking clarification when needed and reflecting on their progress and performance.

Students should adhere to academic integrity principles, avoiding plagiarism, cheating, or any other dishonest practices.

Coordinators and Administrators:

Coordinators and administrators play a supportive role in ensuring the effective implementation of the Assessment Policy.

They should provide necessary resources, training, and guidance to teachers to facilitate the implementation of the policy.

Coordinators should oversee the assessment process, ensuring consistency and alignment across different subject areas.

Administrators should establish systems for the secure storage and management of assessment materials.

Evaluating and Reviewing the Assessment Policy Assessment Committee:

An Assessment Committee, consisting of representatives from various subject areas, should be formed to evaluate and review the Assessment Policy regularly.

The committee should meet periodically to assess the effectiveness of the policy, identify areas for improvement, and propose necessary revisions.

Committee members should analyze assessment data, student performance, and feedback from teachers, students, and parents to inform the review process.

Stakeholder Feedback:

Feedback from teachers, students, parents, and external stakeholders should be collected and considered during the evaluation and review of the Assessment Policy.

Anonymous surveys, focus groups, and individual consultations can be used to gather feedback on the clarity, fairness, and effectiveness of the assessment practices.

The Assessment Committee should carefully analyze and incorporate this feedback into the policy review process.

Policy Review:

Based on the feedback and analysis, the Assessment Committee should propose revisions to the Assessment Policy to address any identified gaps or areas for improvement.

The revised policy should be presented to relevant stakeholders for review and approval before implementation.

Training New Teachers

Initial Training:

New teachers joining Suzhou Innovation Academy should receive comprehensive training on the Assessment Policy as part of their induction process.

The training should familiarize them with the principles, expectations, and guidelines outlined in the policy.

New teachers should understand the IB assessment philosophy, criteria, and rubrics specific to their subject areas.

Mentorship and Support:

New teachers should be assigned mentors or experienced colleagues who can provide guidance and support in implementing the Assessment Policy effectively.

Mentors should model best practices, share resources, and provide ongoing feedback and professional development opportunities.

Professional Development:

Suzhou Innovation Academy offers regular professional development sessions and workshops focusing on assessment practices. New teachers should be encouraged to participate in these sessions to enhance their understanding of effective assessment strategies and techniques.

Links between the Assessment Policy and Other Documents

The Assessment Policy of Suzhou Innovation Academy is closely linked to various other policies and documents within the school. These connections ensure alignment and consistency across different aspects of the educational experience. The following paragraphs outline the links between the Assessment Policy and the school's Language Policy and Admissions Policy:

Language Policy:

The Assessment Policy is intricately connected to the Language Policy of Suzhou Innovation Academy. The Language Policy sets out guidelines and practices for language acquisition, language support, and multilingualism within the school. In the context of assessment, the Language Policy emphasizes the importance of providing appropriate language support for students who are English language learners (ELLs) or have additional language needs.

The Assessment Policy aligns with the Language Policy by recognizing the impact of language proficiency on students' ability to access and demonstrate their understanding of the curriculum. It acknowledges the need for differentiated assessment strategies that consider students' language backgrounds and provides accommodations to support their language development. Furthermore, the Language Policy may outline specific language requirements for certain assessments or provide guidance on the inclusion of multiple languages in assessments, such as mother tongue or foreign language assessments.

Admissions Policy:

The Assessment Policy is interlinked with the Admissions Policy of Suzhou Innovation Academy. The Admissions Policy outlines the procedures and criteria for student enrollment in the IB program. It ensures a fair and transparent process that considers the diverse needs and backgrounds of prospective students. The Assessment Policy complements the Admissions Policy by providing guidance on the assessment methods and criteria used to evaluate students during the admissions process.

The Assessment Policy and the Admissions Policy work together to ensure that the assessments used for admissions are reliable, valid, and equitable. They emphasize the importance of

assessing students' academic abilities, potential, and readiness to succeed in the IB program. These policies also promote inclusive assessment practices that consider diverse learning needs and provide accommodations for students with disabilities or special educational needs.

Additionally, the Assessment Policy may outline specific assessment tasks or requirements for admissions assessments. It ensures that these assessments align with the IB curriculum, reflect the school's educational philosophy, and provide a comprehensive evaluation of students' knowledge, skills, and attributes.

By establishing strong links between the Assessment Policy, Language Policy, and Admissions Policy, Suzhou Innovation Academy promotes coherence and consistency across its educational framework. These interconnected policies work in tandem to create an inclusive and equitable learning environment where all students can demonstrate their abilities, access educational opportunities, and thrive within the IB program.

References

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