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We Educate**



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



CAMBRIDGE
International Education
Cambridge International School

Assessment Policy





IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





IB LEARNER'S 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, 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.



Cambridge Assessment International Education

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Cambridge Learner Attributes

Confident: in working with information and ideas – their own and those of others.

Responsible: for themselves, responsive to and respectful of others.

Reflective: as learners, developing their ability to learn.

Innovative: and equipped for new and future challenges.

Engaged: intellectually and socially, ready to make a difference.

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MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School believes in providing a stimulating value-based learning environment based on mutual understanding and respect to develop caring, responsible and lifelong learners. We promote international-mindedness in our school community to nurture global citizens fulfilling our mission **INDIA FOR WORLD.**

- I** Inculcate universal brotherhood and values,
- N** Nurture innocence, uniqueness and creativity,
- D** Develop concern for environment in particular and the Planet Earth in general
- I** Imbibe entrepreneurial skills & international mindedness.
- A** Acquire habit of inquiry.

- F** Foster international education system,
- O** Open mind for the development of intellect, self-esteem, self- confidence and critical learning,
- R** Respect one-self and others,

- W** Welcome the change and develop it with a positive attitude and vision.
- O** Organise self-discipline
- R** Right environment to develop inquisitiveness for learning and to disseminate learning beyond the classroom.
- L** Learners for life time and leaders of tomorrow.
- D** Develop the virtue of understanding others' perspective.

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A. PHILOSOPHY OF ASSESSMENT AT FIRSTSTEPS

Assessment is integral to planning, teaching and learning. It is central to the assessment goals of FSS, thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of learner profiles and the decision to take action. It is an ongoing process and involves working towards a vision of assessment as a reflection to improve classroom instruction. Authentic assessment, including assessment for learning, assessment as learning, and assessment of learning, is considered elementary and essential to students' educational development and achievement. Assessment reflects a balance of effort and performance of students inculcating growth mindset which reflects in reporting as effort and achievement criteria.

The students differ in the strengths of learning preferences and styles therefore "differentiated learning" is fundamental in our current educational practices. Differentiated education modifies teaching strategies, materials and pace according to the significant differences in the student's interests, learning styles, abilities and previous experiences.

Assessment at FSS teachers and students' collaboration incorporates elements of students' choice and agency finalizing learning goals and success criteria, and assessment designing both backward and forward. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning. Our assessment culture involves the development of assessment capability among all members of the learning community.

LINK WITH SCHOOL'S OTHER POLICIES

Integration of FSS Policies

FSS policies are co-existential and operate in close proximity.

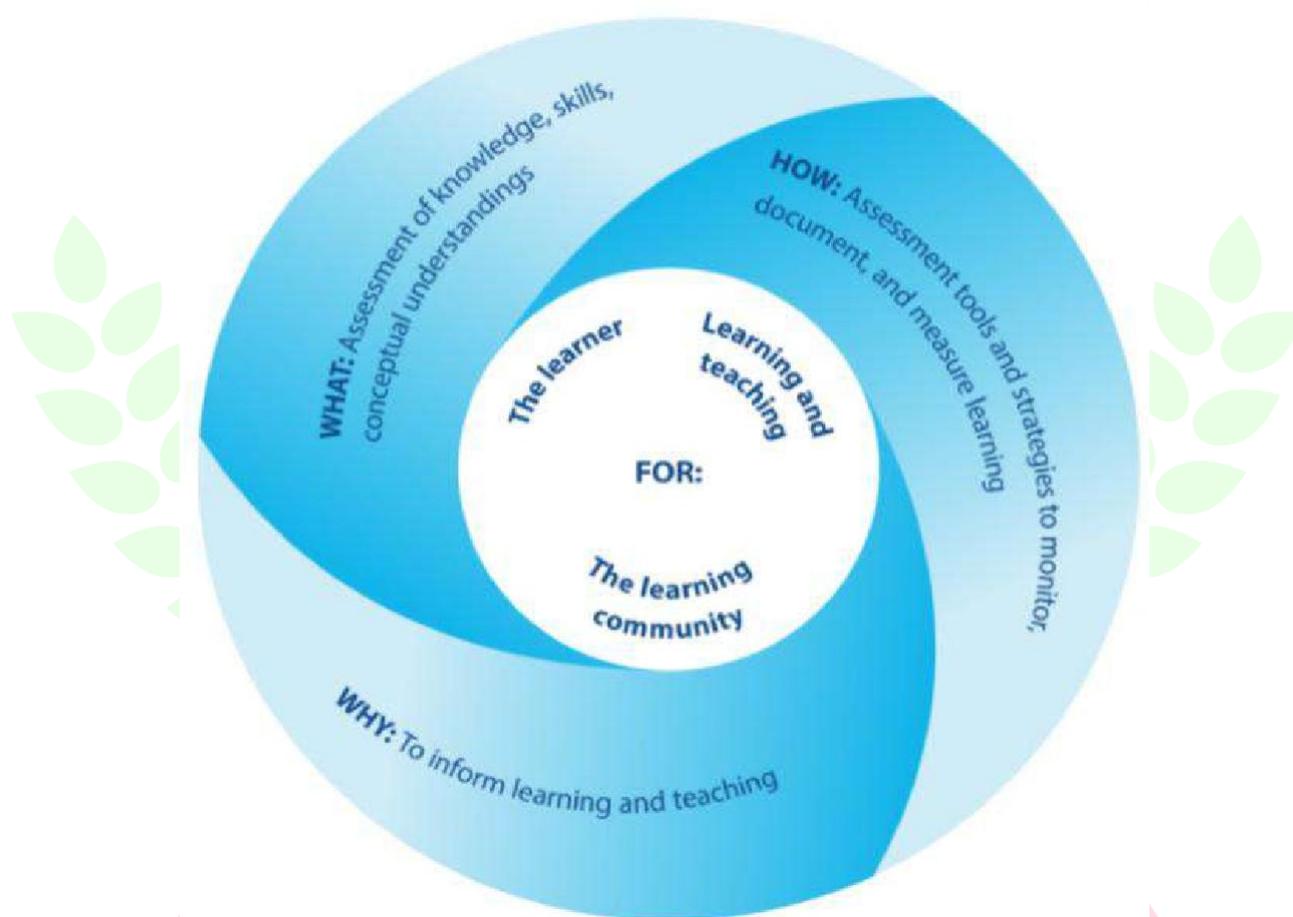
- **FSS Admission Policy** reflects the selection criteria of students by assessing their age-appropriate literacy and numeracy skills at different stages of learning.
- **FSS Language Policy** reflects the role of language in the process of assessment.
- **Inclusion Policy** is a living document that integrates with the FSS Assessment policy by laying down the role of special educator and class room facilitator to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

- **Academic Integrity policy** is integrated in FSS policies, school community and environment by playing a fundamental role in teaching proper citation, paraphrasing and plagiarism.

B. Objectives of Assessments

Why do we assess?

Assessment identifies what students know, understand and connect at different stages in the learning process. The main purpose of assessment is to track learning and reflect on the learning and teaching process. Assessments facilitate students learning, informs learners of their progress, and to contribute to the efficacy of the programme in order to evaluate and improve the implementation of overall curriculum. Assessment enables facilitators to form the foundation for insightful reporting and informed planning

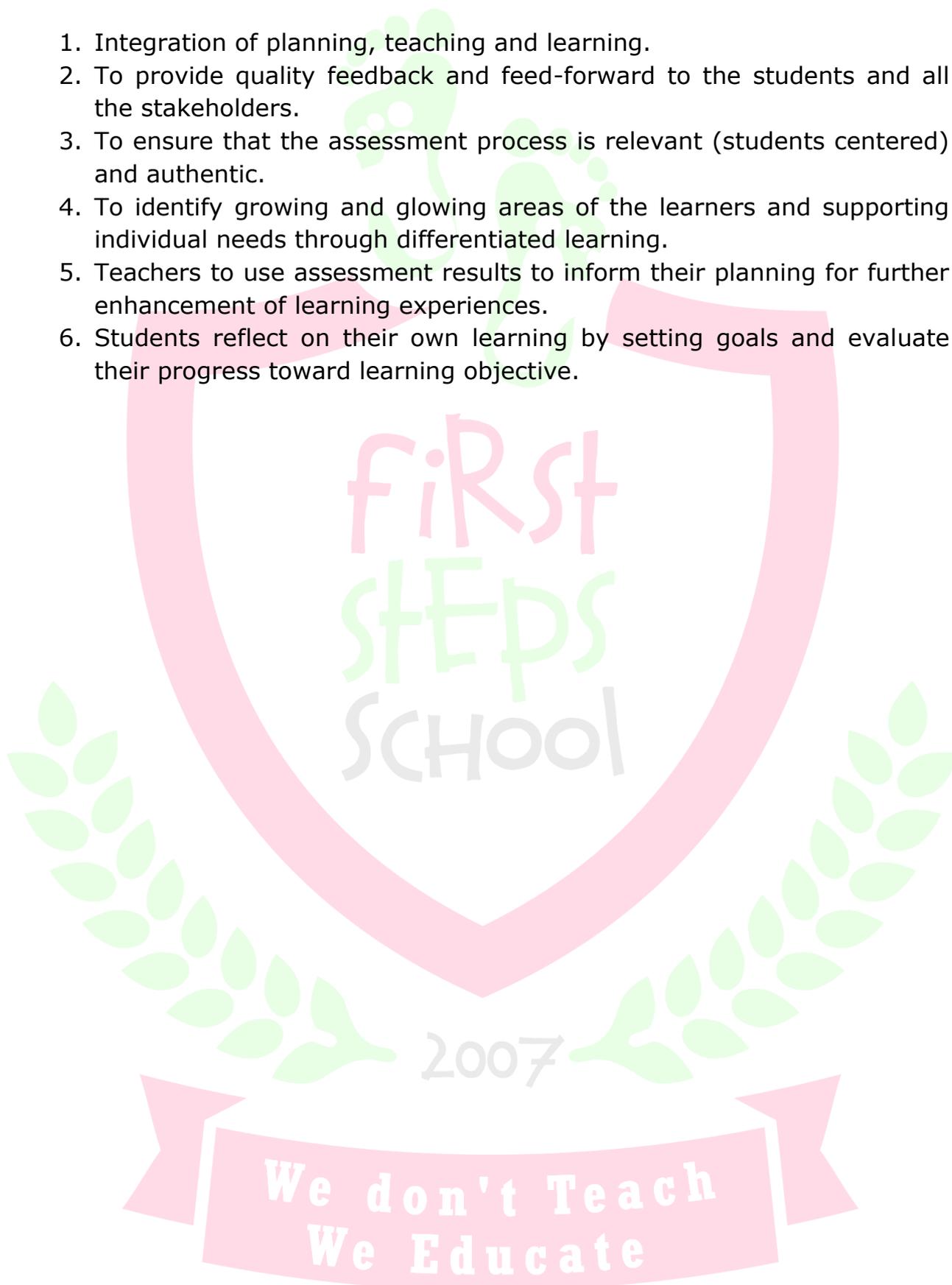


Source: IB document/PYP Learning and teaching/Figure AS01: Integrating Assessment/ Pg.70

The assessment practices at FSS aim at the attainment of the following

objectives:

1. Integration of planning, teaching and learning.
2. To provide quality feedback and feed-forward to the students and all the stakeholders.
3. To ensure that the assessment process is relevant (students centered) and authentic.
4. To identify growing and glowing areas of the learners and supporting individual needs through differentiated learning.
5. Teachers to use assessment results to inform their planning for further enhancement of learning experiences.
6. Students reflect on their own learning by setting goals and evaluate their progress toward learning objective.





The four dimensions of assessment at FSS:

1. Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussion with peers and teachers, and well-considered feedback to feed-forward for the next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessments and a learning portfolio.

2. Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: These are used to record feedback and reflections on ongoing learning.
- Learning stories or Anecdotes: Narratives that document an instance when the learner shows knowledge, conceptual understanding or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting. Documentation tools could include exemplars, checklists, rubrics, anecdotal records, and portfolios.
- Toddle: The teachers and learners document the reflections and achievements of assessments and learning experiences.

3. Measuring learning

The measuring of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be or needs to be, measured. Measurement tools like learning continuum and Toddle learning graphs can be school-designed or commercial. Each measuring tool used provides further data to support a larger picture of student achievement and progress in learning. The school administers government or commercially available standardized tests to measure their students' performance. If the standardized achievement tests are used, administrators and teachers are encouraged to carefully consider:

- How to minimize the impact of testing on student well-being
- How to effectively use this data point to add to the comprehensive view of student learning.

4. Reporting learning

Reporting the learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the program. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent, and understood by all stakeholders. The following ways have been adopted by the school:

- Parent/teacher/student conferences
- Student-led conferences
- Academic Reports
- Portfolios
- Open houses
- UOI Culmination and Celebrations
- PYP exhibition
- Toddle platform
- Walk-in Saturdays



Source: IB document/ Learning and teaching/FigureAS03: Assessment to inform learning and teaching/ Pg.74

Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value.

The PYP puts emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learners.



C. WHAT DO WE ASSESS?

We assess student performance and progress based upon clear and explicit criteria in subject domains identified by the school. We also collect evidence about other essential elements of the programme especially relation to the transdisciplinary skills and/or the integration of particular skills. The curriculum we teach and the tools we use to assess student performance and understanding emphasize important principles of international education as prescribed by the International Baccalaureate Organization.

What to assess? (Process leads to product)

Know: Prior knowledge, Emergent knowledge

Understand: Conceptual understanding from inquiry process

Apply: Skills to support self-regulated learning, mastering ATL's and development of learner profile, the connections between learning and application in real life

D. WHEN DO WE ASSESS?

Assessment is an ongoing process. In the earliest stages of curriculum planning, good assessment practice requires the teacher to build assessment from the start and link assessment tasks to the central idea of the unit under study or the curriculum learning outcome.

The quality of any assessment depends first and foremost on the clarity and appropriateness of the purpose. With these outcomes, central ideas and assessment tasks in mind, activities and resources can then be selected. Assessing students' prior knowledge, their experiences during the teaching period enables the teachers to plan and refine their teaching strategies accordingly.

We at FirstSteps IB world school assess our students on the following:

Diagnostic Assessment / Primary Diagnostic

Assessment of basic skills at the beginning of a new academic year to assess the literacy and numeracy skills, which provides feedback of all the students to their new facilitators.

Assessment of Prior Knowledge

At the beginning of an inquiry to assess before embarking on new learning experiences and to build skills in our students.



Assessment for learning / Formative Assessment / Nurturing learning

Formative assessment is fundamental in differentiated learning. Assessment for learning has four important characteristics:

- Informal
- Focused on learning
- High responsive
- Fosters meta-cognition

These assessments are diagnostic and provide continuous feedback to teachers and students enabling them to achieve their potential.

The steps for effective formative assessment planning are:

- Determine the purpose: Need to conduct the assessment, to set up groups, planning activities or determining times for assessment.
- Establish of focus: To focus on learner outcomes or sequential learning.
- Choose and use a strategy: Make sure the strategy chosen aligns with purpose of conducting an assessment. The teachers pickup strategies that the students will enjoy. Determine when information is needed. Decide how much time can be used to carry it out. Decide how students could demonstrate understanding.
- Record the results [Toddle]:The teacher doesn't necessarily have to write down the results, however she must recognize when she receives a result in order to use it to design differentiation, track student progress, or improve future instruction.
- Interpret results and take action: The teacher should take a look at the original purpose for the assessment and decide how the result can affect the teaching for the better.

A variety of strategies are used for conducting these assessments such as quizzes, field trip, projects, assignment, group discussion, symposium, poster making, model making, debates, role plays etc. The variety of tools used give chance to the facilitator to take into account various skills involved such as writing, aural, reading, comprehension, mental mathematics, musical, kinesthetic, communication etc. based on different learning styles.

For each Unit of Inquiry minimum of four to five tasks are taken including a task based on standalone subjects to assess the process of learning.

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Assessment as learning / Reflective Learning

This promotes learning by helping students to take responsibility of their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning. Students act as active agents in their own learning by developing and using strategies to:

- Plan learning goals
- Monitor goals
- Reflect in order to modify learning and to adjust learning.

Assessment of learning / Summative Assessment/ Culminating demonstrations

These are used to provide evidence of student achievement for the purpose of making an evaluation about student learning or program effectiveness. The process of collecting and interpreting information to evaluate the students' achievements against predetermined criteria for the purpose of grading and reporting.

This is conducted at the completion of each unit of inquiry, where in students will be engaged in a transdisciplinary summative task in order to assess how much they have perceived the concepts, how has previous learning changed, and what connections are students able to make between new and old learning.

and what are the attributes of the learner profile that has developed over the length of the inquiry.

In addition to this task, summative assessments are also taken in standalone subjects in order to evaluate the individualistic performance.

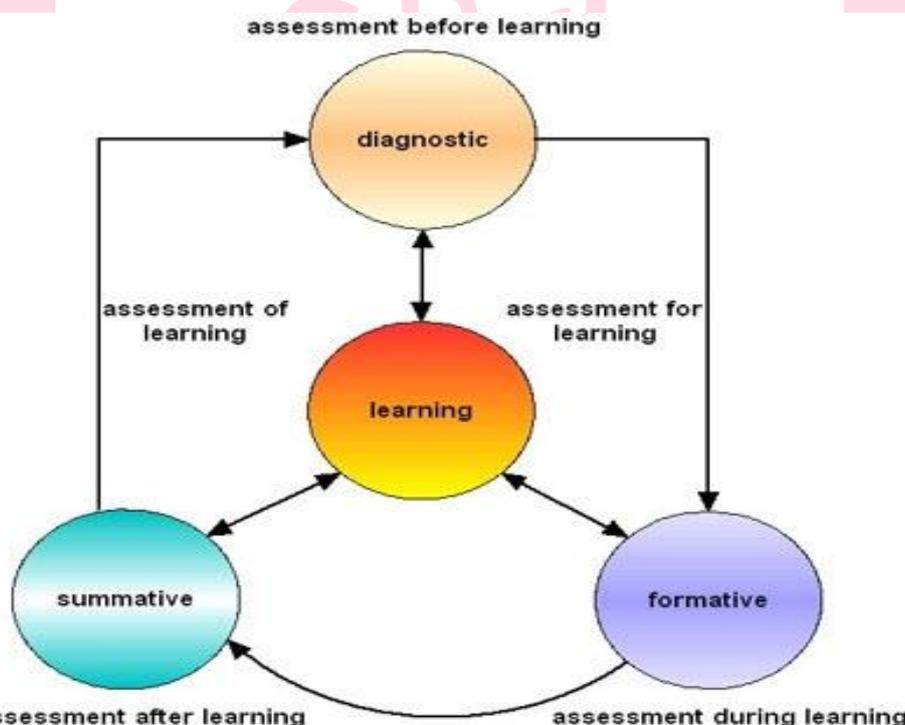
Differentiation in assessments

Access arrangements/accommodations: It is imperative to consider learner's intensive needs, if any, into account when assessments are conducted or learning tasks are performed. We understand that the provision of access arrangements does not lower the learning standards and therefore readily avail adaptations where required.

"The assessment approach acknowledges the diverse needs, abilities, and interests of learners by adapting and tailoring methods to meet individual requirements. The first step involves offering a range of assessment modalities in various formats, including written assignments, oral presentations, and multimedia projects, to cater to different learning styles and preferences. This inclusive approach allows learners to express themselves in their preferred mode, ensuring a more accurate and comprehensive assessment of their knowledge and skills."

Examples of access arrangements include:

- allowing extended time for tests, exams, or assignments
- allowing for intermittent breaks during the task, test or exam
- providing a quiet or separate testing area so there are fewer distractions and less noise
- use of a computer instead of handwriting for exams or assignments
- use of a scribe or voice recognition software program which writes a candidate’s responses and can then read them back to the candidate
- Arrangement of furniture to accommodate for the disability
- use of a reader or reading software
- differentiated tasks and modified test papers



Source: https://www.researchgate.net/figure/Relationship-between-diagnostic-formative-summative-assessments-and-learning_fig2_228460929

E. Assessing understanding using SOLO

SOLO Taxonomy is a systematic way that describes how learners’ understanding builds and enhances throughout the learning process. We at FSS use the taxonomy to scaffold learning, monitor progress, self-assessing and differential learning for outlining the different levels of knowing and thinking

This model can be used to develop rubrics, observations, success criteria,

design learning experiences and assessments. Moreover with SOLO we can-

- thoughtfully design learning experiences or assessments
- identify and use effective success criteria
- reflect meaningfully on how to scaffold the learning and teaching process

Table 1.1: SOLO levels, symbols and hand signs

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas

Source: <https://www.teachingtimes.com/classroom-resources/>

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F. HOW DO WE ASSESS?

Assessment is an integral part of teaching and learning, emphasizing a holistic approach. It involves a range of strategies and tools to gauge student understanding, progress and skill development. Assessment is approached through 4 key dimensions -Monitoring, documenting, measuring and reporting. Together, these dimensions offer a comprehensive and balanced approach to make assessment as authentic, essential, rich, engaging and feasible.

ASSESSMENT STRATEGIES

It is essential that the assessment strategies below are not used in isolation but are seen as a range of approaches and therefore provide a balanced view of the whole child.

1. Observations- All students are observed often and regularly, with the teacher taking a focus from a wide angle, for example, from focusing on the whole class to focusing on one student or activity, or, focusing observations as a non-participant to observing from within as a participant.
2. Open-ended tasks- These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be a brief written answer, a drawing, a chart, a diagram or a calculation.
3. Performance task (product) assessments- These are goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records, as well as rubrics, are often useful for this kind of assessment.
4. Portfolios- There are collections of student work that are designed to demonstrate growth, higher order thinking skills, creativity, reflection and successes.
5. Strategies to support conceptual understanding: Concept maps to show connections, exit cards for understanding and wanderings, bus stop to post concepts about learning, think in pair or small groups, open ended questions.
6. Teachers utilize multifaceted approach to assessment, integrating note-taking, detailed record keeping and diverse assessment tools such as checklist, inventories and narrative descriptions facilitating data driven decisions to support individualized learning pathways.
7. Selected Response assessments- Selected responses refer to assessment questions where the learner selects and answer from a predetermined set of options like multiple choice questions to measure



specific knowledge. These assessments are used in conjunction with other assessment strategies to provide a more holistic and balanced evaluation of student learning emphasizing on developing critical thinking, inquiry skills and a deep understanding of subject matter.

8. Self-assessment & Peer Assessment- Self Assessment involves students' evaluating their own work, while peer assessment involves student evaluating each other's work, encouraging reflection, critical thinking and constructive feedback.

Differential approach in assessment

Differentiated assessment means adjusting how you assess students based on their readiness levels, interests, and learning profiles.

Differentiation in assessments can be implemented on the basis of:

1. **Content** – What students learn.
2. **Process** – How students make sense of the content.
3. **Product** – How students demonstrate what they know.

Inclusive assessment ensures that all students, regardless of ability, background, or language proficiency, have an **equal opportunity** to show what they know. Some of the inclusive strategies in assessment will include:

- Use of **Universal Design for Learning (UDL)**: multiple means of expression, engagement, and representation.
- Providing **accommodations**: extended time, scribes, audio versions of texts, simplified language.
- Offering **formative assessments**: ongoing check-ins like quizzes, reflections, exit tickets.
- Use of **peer/self-assessment** to build metacognitive skills and autonomy.
- Encouraging **oral assessments** or **visual demonstrations** for students who struggle with writing.

ASSESSMENT TOOLS

The previously identified assessment strategies are put into practice and recorded throughout the school by using the following assessment tools:

- a) Anecdotal records- Anecdotal records are brief written notes based on student observations. These records will be systematically compiled and organized to increase their objectivity and validity.

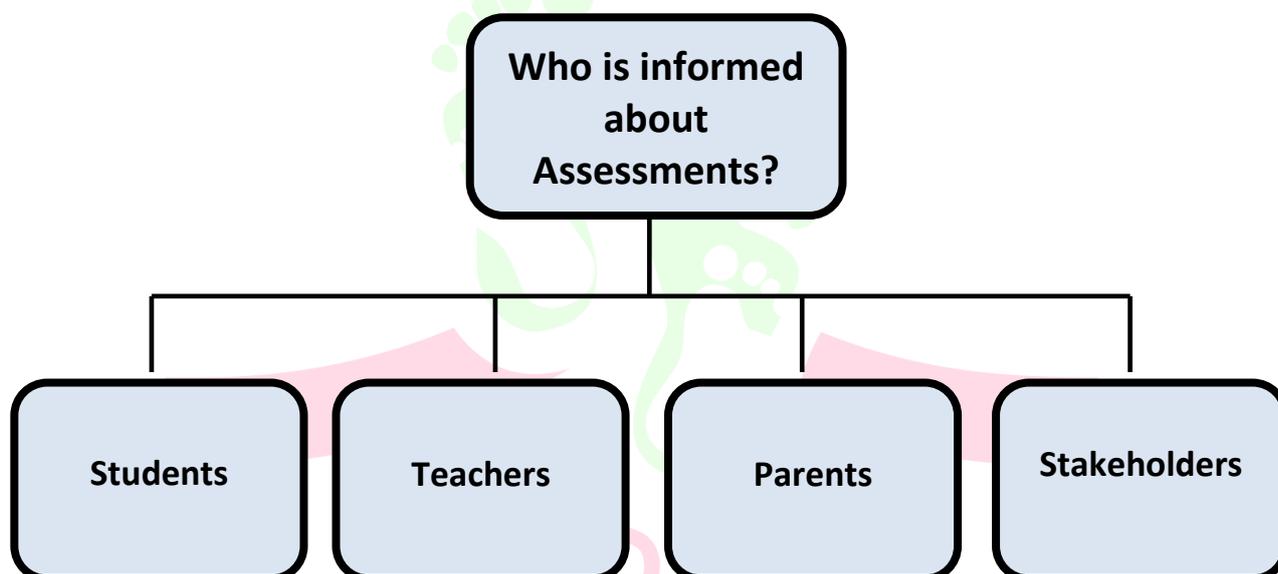
- b) Benchmarks/exemplars- These are samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/Exemplars are used in conjunction with rubrics and continuums.
- c) Checklists- These are lists of information, data, attributes or elements that should be present. A marking scheme is a type of checklist.
- d) Continuums- They are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
- e) Rubrics- Rubrics are established sets of criteria used for scoring or rating student tests, portfolios or performances. The descriptors tell the student and the assessor (who may be another student or parent, as well as the teacher) what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics are presented at the beginning of the task to be assessed so that students know what a range of achievement looks like and what is expected from the start. Students as well as teachers may develop rubrics. Research suggests that rubrics use an even numbered scale rating and it is suggested that a four scaled rating be utilized.

These assessment tools can provide holistic and/or analytical scores.

The following diagram outlines the tools most likely to be used with the assessment strategies identified earlier.

Tool →	Rubrics	Benchmarks/ Exemplars	Checklists	Anecdotal records	Continuums	Standardized tests
Strategy ↓						
Observation	✓		✓	✓	✓	
Performance	✓	✓		✓	✓	✓
Process- focused Assessments			✓	✓	✓	
Selected Responses		✓	✓		✓	✓
Open-ended Tasks	✓	✓		✓	✓	
Portfolios	✓		✓	✓	✓	

G. WHO IS INFORMED ABOUT ASSESSMENTS



Teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

Students

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behaviour at school.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.

Parents

- Are informed about the school-based expectations.
- Understand the assessment vocabulary and criteria used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the center of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.

Stakeholders:

- Authentication of teaching objectives against learning outcomes.
- Measure the efficacy of curriculum deliverance.
- Seek evidence of student learning and development.
- Building a community of teachers and learners striving for excellence.

The students and parents are also informed about the academic honesty policy in relation to assessments and reflections in context to plagiarism and other forms of academic misconduct.

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H. HOW DO WE REPORT ASSESSMENTS

Reporting is an integral part of any assessment or observation. It is a communication tool, which provides feedback on the effectiveness of teaching learning process.

Reporting at FirstSteps is in the form of performance profile of a student, which is generated through a continuous and comprehensive report.

1. Academic reports - These reports provide a summary of the student's progress, achievements, and areas for improvement across the various subjects and transdisciplinary themes. They often include both academic and personal development insights. Teachers provide detailed comments on student performance, highlighting strengths, challenges and suggestions for future growth.
2. Portfolios - Students in the PYP maintain two portfolios - namely "Working portfolio" and the "Show portfolio". The working portfolio is an ongoing working document that is specifically used to document their learning, progress, accomplishments and challenges. The students use show portfolio to highlight their strengths and choices to present their best work.
3. Student-led-conference emphasizes student agency, reflection and communication. Students prepare and lead the conference showcasing their work and discuss the progress and achievements with their parents and school community.
4. Open houses - Open houses are held for the kindergarten group once a year. They are events which allow the parents and a guardian visit the school and get apprised about their child's learning advancements.
5. Exhibition - The PYP exhibition is the culminating experience in the PYP, conducted in the final year of the programme. It incapsulates student centered inquiry providing an opportunity for students to showcase their skills, conceptual understanding and growth through in-depth exploration and learning in real- world contexts. The process concludes with reflection and evaluation, where students and teachers assess the learning journey.
6. Parent Facilitator Meets - These meetings are opportunities for one-to-one interaction between parents and facilitators to discuss the student's progress in depth.
7. Walk-in Saturdays - The initiative is designed to foster open communication, transparency and community involvement within the school environment.



REPORTING TIMETABLE

An annual school timetable is published to cover the proposed program of assessment and reporting. This timetable, shown below, will be available at the start of each academic year.

The timetable will take note of IBO requirements for moderation and certification. Reporting to parents(Progress Reports) will be linked to Parent/Teacher/Student Conferences.

Schedule of Reporting

1. End of the inquiry through Toddler family app
2. End of Quarter (Parent facilitator meet-May, September and March)
3. Student led conference/Open house
4. PYP exhibition
5. Walk-in Saturdays

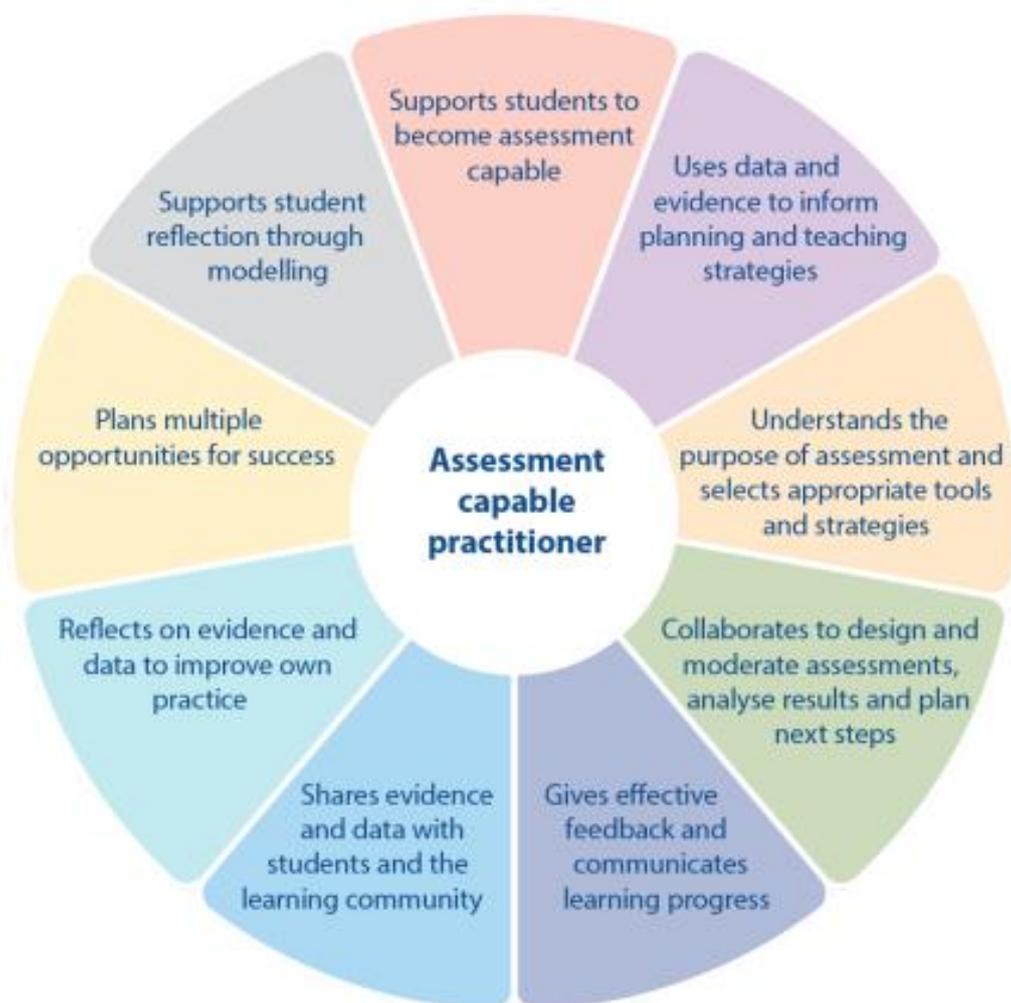
ASSESSMENT WITHIN THE CONTINUUM

PYP Assessment Procedures

Assessment within the IB Primary Years Programme focus on a holistic approach to evaluating student learning and development. Assessments are designed to be ongoing, varied, and integrated into the learning process. Facilitators use a range of strategies, including observations, student reflections, and continuums, to gather comprehensive data on student progress. Upon completing Primary Year Programme (PYP) students seamlessly transition to CIE Curriculum & framework which further compliments the continuum and other strategies used under IB programme. The assessment process is collaborative, involving students in self-assessment and goal-setting, fostering a reflective and inquiry-based learning environment.

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https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5.3

Students' development of knowledge, skills, conceptual understanding, attitudes, action, and the Learner Profile is reported using the scale below.

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Assessment criteria description

Achievement Criteria

Title	Abbreviation	Description
4	EE	Exceeding expectations: A deep and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces high-quality work.
3	ME	Meeting expectations - A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
2	AE	Approaching expectations - Limited achievement against some of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and can only apply them fully in normal situations with support.
1	NE	Needs support to meet expectations - Minimal achievement against all the objectives. The student has difficulty understanding the required knowledge and skills and cannot apply them fully in normal situations, even with extensive support.
0	DE	Does not meet expectations - The student does not reach a standard described by any of the descriptors above.
--	N/A	Not applicable

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Effort Criteria

Value	Abbreviation	Description
4	EE	Exceeding expectations - Consistent and constructive participation in classroom activities, meets all ongoing work requirements and works conscientiously in a wide variety of situations. Consistently demonstrates punctuality, personal organisation, and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to the best of their ability.
3	ME	Meeting expectations - Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in various situations. The student frequently demonstrates punctuality, personal organisation, and active involvement in classes. The student is cooperative, occasionally demonstrates initiative and often works to the best of their ability.
2	AE	Approaching expectations - Limited participation in some classroom activities and meeting some work requirements, or has evident difficulties in some areas. The student demonstrates limited punctuality, personal organisation and active involvement in classes and ongoing work. The student is only able to demonstrate these skills with support.
1	NE	Needs support to meet expectations - Minimal participation in-class activities and meeting ongoing work requirements. The student has difficulty being punctual, managing personal organisation, and being actively involved in-class activities. The student is unable to demonstrate these skills fully, even with support.
0	DE	Does not meet expectations - The student does not reach a standard described by any of the descriptors above.
--	N/A	Not applicable

To determine a level of achievement, teachers gather sufficient evidence and use their professional and informed judgment as to whether the student is meeting the grade level learning outcomes. Factors which teachers take into account when deciding upon a level of achievement is the level of support the student received from the teacher, assistant, and/or peers. In the case of group work teachers identify the achievements of individual students rather than provide one level of achievement for the whole group. Evidence of student learning is collected in a portfolio. Essential Agreements about portfolios are reviewed annually.





I. CAMBRIDGE INTERNATIONAL EDUCATION (CIE)

Assessment at Cambridge Wing of FirstSteps has following important roles

- **Diagnostic Assessment:** to understand the previous knowledge student already has achieved at a primary level under IB Programme
- **Formative Assessment:** to understand what student has learnt through the process of going through the Cambridge curriculum
- to improve student's understanding and skills, providing them with situations to enhance Creative and Critical thinking Skills
- **Summative assessment:** to check the learning outcome achieved at the end of programme

Our assessments are designed to be fair, valid, reliable and practicable, so that every Cambridge exam provides a true picture of a student's ability, wherever and whenever the exam was taken.

Our end-of-programme (Checkpoint, IGCSE, AS & A Level) assessments give students focus, motivation and a challenge. We assess what is of greatest value to our students - deep subject knowledge, conceptual understanding and higher order thinking skills.

Cambridge Assessment for learning

Cambridge Assessment for Learning embeds assessment processes throughout the teaching and learning process to constantly adjust instructional strategy. While it can include test data, it also addresses other quantitative and even qualitative data, and even encompasses a great deal of anecdotal and descriptive data. Strategies like Exit ticket, Color Coding, Peer assessment/marking, Flip classroom etc. are used in the assessment for learning process to nurture a better understanding.

Cambridge Assessment of learning

Cambridge Assessment of learning are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a unit of learning in order to determine whether long term learning goals have been met. Summative assessments are not like formative assessments, which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. Summative assessments are designed to find out what a child knows at the end of a period of learning-for a unit, term or chapter. Summative assessments happen at specific times and are not ongoing. The end-of-programme assessments conducted by CIE (Cambridge International Education) is an example of Summative assessment.

Cambridge Lower Secondary		
Students develop skills and understanding in English, maths, science, English as a second language, ICT and Cambridge Global Perspectives. Progression tests help teachers check their progress.	Three years	11–14 years
Cambridge IGCSE		
Students build a broad learning programme from a range of over 70 subjects. In each subject, they work towards Cambridge IGCSE, the world's most popular international qualification, for 14 to 16 year olds.	Two years	14–16 years
Cambridge International AS & A Level		
Students develop the deep understanding and thinking skills they need for university. They work towards Cambridge International AS & A Level qualifications – giving them the choice to specialise, or study from a range of 50 diverse subjects.	Two years	16–19 years

Cambridge Lower secondary assessment

The school uses the Cambridge Lower Secondary testing structure to assess learner performance in English, Mathematics and Science and report progress to learners and parents. Cambridge Lower Secondary assessment uses internationally benchmarked tests, giving parents extra trust in the feedback they receive. These test exemplars are used for preparing the students for the IGCSE examinations.

- Cambridge Lower Secondary Progression Tests (marked in school)

Cambridge Lower Secondary Progression Tests are for use by teachers to assess the performance and progress of learners in their classes. They are designed to measure learners progress and identify their strengths and weaknesses at the end of each stage. Cambridge Lower Secondary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English as a first or second language, mathematics and science. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each learner for stages 7, 8 and 9



- enable teachers to give structured feedback to learners and parents
- enable teachers to compare the strengths and weaknesses of individuals and groups
- are marked by teachers at the school
- come with clear guidance, standards and mark schemes
- can be used any time in the year, as many times as needed
- can be downloaded from the secure Cambridge Lower Secondary support site. (<https://lowersecondary.cambridgeinternational.org>)

Cambridge Checkpoint Assessments:

Apart from progression Test Cambridge Conduct Lower Secondary Checkpoint Assessment (optional) which provide us with a detailed Diagnostic Report addressing the learning levels achieved in different strands of individual subjects. Cambridge Checkpoint assessment is conducted for majorly Mathematics, Science and English along with an internally assessed Global Perspectives research work.

The Diagnostic report give us an indication of student group standing as compared to international average and help us to know the level of understanding achieved by students in different strands of each subject. Scores on the Cambridge Checkpoint scale are from 0.0 to 6.0 (the highest level of achievement). The scale descriptions are as under:

A score of 5.0 or more Learners attaining a score of 5.0 or more have generally shown an excellent level of achievement. They have demonstrated a comprehensive and secure level of understanding, knowledge and skills of the curriculum content, and should be well prepared for the next stage of learning.

A score between 3.0 and 4.9 Learners attaining between 3.0 and 4.9 have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content, but would benefit from a focus on the specific areas of the curriculum they found challenging.

A score of less than 3.0 Learners attaining less than 3.0 have generally shown a limited level of achievement. Whilst demonstrating a basic level of understanding, knowledge and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging.

Cambridge IGCSE qualification

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when

their first language is not English. In many subjects to include differentiation there is a choice between core and extended curricula is provided, making Cambridge IGCSE suitable for a wide range of abilities. Grades are benchmarked using eight internationally recognized grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade. Cambridge IGCSE examination sessions occur thrice a year, in March, June and November. Results are issued in May, August and January.

- Since Cambridge IGCSE is a two year programme (Including Grade 9 and 10) there is set of Internal assessments is conducted in form of Two U.Ts (Unit Tests) in the month of May and December and Two Summative Assessment in the month of September and March (for Grade 9) and January (Pre boards for Grade 10) .
- Diagnostic reports are made for all the internal assessments conducted providing the Achievement Grades (Reflecting Conceptual Knowledge) and Effort Grades (Reflecting Students commitment toward Improvement) and percentage achieved along with facilitator remarks as feedback.

Achievement Grade Rubric:
Effort Grade Rubric:

A*	90% - 100%
A	80% - 89%
B	70% - 79%
C	60% - 69%
D	50% - 59%
E	40% - 49%
F	30% - 39%
G	20% - 29%
U	Below 19%

A	Exceeding expectations - Consistent and constructive participation in classroom activities, meets all ongoing work requirements and works conscientiously in a wide variety of situations. Consistently demonstrates punctuality, personal organisation and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to the best of their ability.
B	Meeting expectations - Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in various situations. The student frequently demonstrates punctuality, personal organisation and active involvement in classes. The student is cooperative, occasionally demonstrates initiative and often works to the best of their ability.
C	Approaching expectations - Limited participation in some classroom activities and meeting some work requirements, or has evident difficulties in some areas. The student demonstrates limited punctuality, personal organisation and active involvement in classes and ongoing work. The student is only able to demonstrate these skills with support.
D	Needs support to meet expectations - Minimal participation in-class activities and meeting ongoing work requirements. The student has difficulty being punctual, managing personal organisation, and being actively involved in-class activities. The student is unable to demonstrate these skills fully, even with support.
E	Does not meet expectations - The student does not reach a standard described by any of the descriptors above.

We Educate

Effort Grade

Title	Abbreviation	Description
Outstanding	O	Consistent and constructive participation in classroom activities, meeting all ongoing work requirements and working conscientiously in various situations. Consistently demonstrates punctuality, personal organisation, and active involvement in classes. The student consistently demonstrates co-operation and initiative and always works to their best.
Very Good	VG	Consistent and constructive participation in classroom activities, meets ongoing work requirements and works effectively in various situations. The student frequently demonstrates punctuality, personal organisation, and active involvement in classes. The student is cooperative, occasionally demonstrates initiative and often works to the best of their ability.
Good	G	Fair participation in classroom activities and meeting some work requirements. The student demonstrates punctuality, personal organisation and active involvement in classes and ongoing work; however, this keeps changing. The student is able to demonstrate these skills with some support.
Improving	I	Minimal participation in-class activities and meeting ongoing work requirements. The student has difficulty being punctual, managing personal organisation, and being actively involved in-class activities. The student is unable to demonstrate these skills fully, even with support.
Unsatisfactory	U	The student does not reach a standard described by any of the descriptors above.

- Use of Interdisciplinary approach in designing of assessments helps in making student understand and think critically in different perspectives.
- Transdisciplinary Project based assessments are also conducted as summer tasks, Research based projects, also through the STEAM Activity conducted as per annual planning of School.
- Assessments are designed as per Scheme of Work, past paper Patterns & Learning Objectives matched with Assessment Objectives and Outcomes Provided under Cambridge IGCSE Curriculum.

Cambridge International AS & A Levels:

Cambridge GCE AS Level (Advanced Subsidiary) and A level (Advanced Level) assessments are part of two-year Staged Programme. Staged programme consists of Cambridge GCE assessment at different Stages of the programme. It is equivalent to Grade 11 and Grade 12 Assessments or IBDP. Cambridge provides a linear or staged level of assessments options for AS & A. Just like IGCSE it also comprised of written, oral, coursework and practical



assessment. Subjects like Global Perspectives & Art and Design provide opportunity for a wide range of research-based assessment.

- AS & A Level is end-of-programme based assessment
- Grade threshold provided for assessment represents the fair comparison of results with international level of GCE assessment taken around the world.
- Assessments cover all the aspects of testing critical and conceptual knowledge of learner.
- At the end of two-year programme students receive final grade transcript which is comprised of consolidate grades based on grades achieved in both AS & A level stages.
- Examinations for Cambridge GCE AS& A Levels is conducted in three different series, March, June and November.
- The Grading System in AS & A level is the same as for IGCSE.





J. Assessment Policy Review Process

- This policy is a living document. It has been created using IB/Cambridge support materials, local school data and input from stakeholders in the school's learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the students, staff, coordinators, and administrative members.
- The assessment policy review committee will comprise of Chairperson, CEO, Head of the school, Head of Cambridge, Head of Junior Wing, PYP-C, CIE Exams Officer, grade facilitators and subject specialist. The committee will review the current document, revise as needed, and plan how to communicate current practice to staff and parent community.
- The assessment policy has been revised in June 2024 and will be reviewed after a period of two years i.e., June 2026.

The policy is framed, reviewed and implemented in compliance with the following IB standards and practices

School implements, communicates and regularly reviews an assessment policy to help create culture of continuous learning and growth. (0301-05-IB standard and practices)

- *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: Standard and Practices)*
- *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: Standard and Practices)*
- *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: Standard & Practices)*
- *The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)*
- *The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)*
- *The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-*



0700)

- *Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)*
- *The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.(0404-02)*
- *Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)*
- *The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)*
- *Students take opportunities to consolidate their learning through assessment. (0404-04)*
- *The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)*

The above practices have a direct relevance in developing and reviewing the policy, however focus will be laid on all other programmes standards and practices requirements through the programme implementation at the various stages

K. Bibliography

Following documents were used as references during the review and updating of the Assessment Policy:

1. Learning and teaching/from principles into practice/ibo.org (2018).
2. Transition guide for the PYP?ibo.org
3. Assessment policy templates from the internet.
4. Solo taxonomy:www.slideshare.net
5. <https://www.cambridgeinternational.org/>
6. https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5.3
7. <https://resources.ibo.org/ib/psp/Standards-and-Practices>

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