ASSESSMENT POLICY

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School Vision: To nurture lifelong learners and mentors, rooted in Indian values and modern inquiry, ready to lead with compassion and shape a just, peaceful, and connected world.

School Mission:

● To empower every learner through a rich, balanced, and experiential curriculum that integrates academics, arts, sports, emotional well-being, and spiritual awareness — nurturing curious, compassionate, and courageous global citizens prepared to engage with the world thoughtfully and lead with purpose.
● We strive to cultivate a reflective and resilient learning culture where students take ownership of their journey, families are partners in growth, and the school community works together to shape a peaceful, inclusive, and sustainable world.

1. Philosophy of Assessment

At CCIS, we view assessment as an essential component of the learning process rather than merely a tool to assign grades. It is a continuous cycle of gathering, interpreting, and using information to make informed decisions that enhance student learning and guide teacher instruction. This philosophy aligns with the IB belief that assessment should help identify students' learning paths, celebrate their efforts, and equip them with the skills to reflect and grow. It also reinforces a growth mindset, where improvement is valued as much as achievement.

2. Assessment Steering Committee

To maintain a dynamic and effective assessment policy, we have constituted an Assessment Steering Committee comprising the Head of School, PYP coordinator, academic leaders, and school counsellor.

Key Responsibilities of the committee:

● Regular policy reviews and data analysis

● Recommendations on training needs

● Feedback collection from stakeholders

● Monitoring integrity and transparency in assessments

3. Principles of Assessment

Effective assessment must be grounded in clear, consistent, and learner-centered principles. At CCIS, these principles guide every assessment activity and ensure that our practices support holistic development and academic rigour. They help bridge the gap between instruction and learning, ensuring that assessments are meaningful and supportive.

Our assessment practices are:

- **Authentic** – Rooted in real-world contexts and meaningful applications

- **Ongoing** – Conducted continuously to inform instruction and guide learning

- **Transparent** – Clearly communicated expectations and criteria for all stakeholders

- **Inclusive** – Accommodating diverse learning needs, styles, and backgrounds

- **Aligned** – Designed in accordance with the IB philosophy, subject-specific goals, and learning outcomes

4. Role of Assessment

Assessment plays a pivotal role in shaping learners who are not only academically competent but also critical thinkers and ethical individuals. It influences planning, teaching, and evaluation processes while also nurturing independent, reflective learners.

For the PYP, the role of assessment includes:

- Enabling concept-based inquiry and application

- Guiding students to understand command terms, expectations, and ATL skills

- Providing opportunities to demonstrate learning in diverse ways

5. Types of Assessment

We use a balanced and innovative approach to assessment, ensuring that students are evaluated not just on outcomes but also on their learning journeys. Assessments are varied to meet the needs of different learners and to reflect both short-term achievements and long-term understanding. In addition to traditional forms, we have also incorporated creative models like backward and forward by design.

Assessment at CCIS is thoughtfully structured to support learning at all stages—before, during, and after instruction. It includes a variety of approaches tailored to student needs and curriculum goals. Each type of assessment is linked to meaningful classroom practice and supported by relevant tools to ensure accuracy, fairness, and student engagement.

Type of Assessment	Purpose	Examples	Common Tools/Strategies Used
Pre- Assessment	To identify students' prior knowledge, skills, and conceptual readiness before beginning a new unit.	Concept maps, brainstorming sessions, Oral questioning	Student interviews, teacher observation records
Formative Assessment	To guide teaching and support students in tracking progress during learning	Oral questioning, quizzes, learning checkpoints	Printed checklists, exemplars, student notebooks, observation rubrics, poem recitation, drawings
Summative Assessment	To evaluate learning at the end of a unit or term	Presentations, model making, PYP Exhibitions	Printed rubrics, projects, exemplars
Performance-Based Assessment	To assess learning through application and demonstration	Storytelling, creative writing, dramatization, Universal Design Learning(UDL)	Journals, portfolios, creative projects, performance rubrics, art and illustrations

6. Ongoing Assessment System

The school follows a well-structured ongoing assessment system that is progressive and flexible. It is designed to identify learning gaps early, support continuous growth, and adapt to each learner's pace and ability. The ultimate goal is to build student confidence and help them meet both academic and personal milestones.

6.1 Objectives of the Ongoing Assessment System:

- Monitor day-to-day learning and adapt instruction accordingly

- Encourage regular reflection and improvement

- Provide data to guide interventions and enrichment

- Track student growth beyond academic scores (skills, behaviour, mindset)

- Strengthen the connection between classroom learning and external benchmarks

6.2 Procedural Aspects of Assessments

PYP assessments at CCIS are designed in alignment with IB expectations and international best practices. These assessments prepare students for real-world applications and conceptual understanding. Teachers are trained to ensure accuracy, fairness, and consistency in evaluating student learning.

Key Procedural Aspects:

- Term-wise assessment calendars shared with students and parents

- Use of rubrics and IB-style command terms

- Internal moderation to ensure consistency in marking and evaluation

- Mock assessments to prepare for formal evaluations

- Differentiated instruction for learners needing scaffolding or extension

7. Feedback, Reporting, and Student Involvement

7.1 Feedback Strategies

Feedback is the cornerstone of effective assessment. At CCIS, feedback is a powerful tool for learning—not a one-time comment, but a continuous dialogue between the learner and the facilitator. We believe that feedback must be:

- **Timely** – Given during or immediately after a task to help students improve
- **Specific and Constructive** – Highlighting what the student has done well and what can be improved
- **Actionable** – Suggesting concrete next steps for improvement
- **Student-Friendly** – Framed in language the learner understands and can use to self-reflect

Tools & Practices Used:

- Rubrics with defined criteria
- Written and verbal feedback
- Peer feedback sessions
- Reflective prompts and questions
- One-on-one learning conversations

This promotes student agency and reinforces the growth mindset—where learning is seen as a process of continuous improvement.

7.2 Reporting in PYP

Reporting at CCIS is designed to provide a comprehensive picture of each learner's academic progress, ATL (Approaches to Learning) skills, and personal development. It includes both qualitative and quantitative feedback and is designed to inform all stakeholders—students, parents, and educators.

Our Reporting Practices Include:

- **Narrative Reports**: Highlight learner strengths and improvement in Units of Inquiry (UOI), as well as various disciplinary and transdisciplinary skills, ATL skills, and learner profile attributes.

- **Student Portfolios**: A curated collection of the student's work across disciplines, showcasing growth over time.

- **Parent-Teacher Meetings**: Scheduled meetings are held post mid term and term end assessments for all PYP parents at school where progress, goals, and support strategies are discussed.

- **Student-Led Conferences**: Students present their own learning journey using portfolios, reflections, and goals and teachers write anecdotes on students' performance and their contribution.
- **PYP Exhibition** - In the final year of PYP, Grade 5 students put up an exhibition where every student demonstrates engagement with essential elements- knowledge, concepts, skills, attributes and action. PYP Exhibition helps the students to develop and display the attributes of the IB Learner Profile.

Reporting goes beyond grades to reflect a learner's engagement, effort, and development as an internationally minded individual.

7.3 Student Involvement
Student participation in assessment and reporting is essential in the PYP. It cultivates metacognitive skills, accountability, and ownership of learning.

Ways Students Are Involved:

- **Goal Setting**: At the beginning of units, students set academic and personal goals in consultation with teachers

- **Self-Assessment**: Students reflect on their performance using rubrics and checklists
- **Peer Assessment**: Encouraged through structured activities to build collaborative and evaluative skills
- **Portfolios & Reflections**: Students select work samples and write reflections to explain their learning growth.
- **Student-Led Conferences**: A platform for learners to articulate their journey, challenges, and achievements

This involvement builds confidence and fosters student agency—key pillars of the IB philosophy.

8. Assessment Documentation and Review

8.1 Components of Assessment in PYP

The PYP assessment structure at CCIS includes both qualitative and quantitative components to provide a 360°
view of a learner's progress.

- **Observations** – Systematic notes taken during class activities

- **Performance Tasks** – Complex, real-world projects that require application of knowledge and skills

- **Standardized Tools** – Grade-level rubrics, ATL skill descriptors, and learner profile trackers

- **Conferences and Journals** – Evidence of thought processes and reflective learning

8.2 Monitoring

Monitoring is an ongoing process where facilitators gather informal and formal evidence of student learning. This
ensures that instruction remains responsive and targeted.

How We Monitor Learning:

- Classroom observations

- Quick checks for understanding

- Formative quizzes and learning checkpoints

- Feedback from collaborative group tasks

This allows educators to intervene early when misconceptions arise and to provide scaffolding as needed.

8.3 Documenting

Documentation makes learning visible—not only for teachers but also for students and parents. It involves recording,
collecting, and organizing learning evidence systematically.

Methods Used:

- **Portfolios (Digital or Paper-Based)**: With reflections, feedback, and artifacts across subjects
- **Anecdotal Records**: Teacher-written notes capturing learner behavior, skills, and engagement
- **Checklists and Continua**: For ATL skills, learner profile attributes, and subject-specific skills
- **Unit Planners with Assessment Records**: Mapping learning outcomes to observed progress

All documentation is securely maintained and regularly reviewed to ensure accuracy, transparency, and consistency.

9. Academic Integrity

Academic integrity is central to all educational practices at CCIS. We actively build a culture of honesty, respect, and responsibility. Students are made aware of what constitutes ethical behaviour and the consequences of dishonest practices. We treat violations as opportunities for learning, supported by clear protocols and awareness programs.

We implement academic integrity through:

- Regular orientation sessions on academic honesty and ethical conduct
- Clear discussions on plagiarism, collusion, duplication, and fabrication of data
- Training in proper citation and referencing methods
- Use of plagiarism-detection tools and teacher reviews to ensure originality
- Disciplinary procedures in line with IB expectations and school policies

10. Alignment with IB Standards and Practices

Our assessment policy is built around the IB Programme Standards and Practices, ensuring that every component—from planning to evaluation—aligns with the IB's mission. Assessments are framed to promote academic rigour, learner agency, and international-mindedness.

Key Alignments Include:

- Incorporation of Approaches to Learning (ATL) skills in all assessments
- Consistent reflection of learner profile attributes in feedback
- Use of command terms as per PYP subject criteria
- Encouragement of student voice and choice in demonstrating learning
- Emphasis on formative practices that inform teaching and support growth

11. Teacher Training and Capacity Building

Continuous professional growth is critical for implementing meaningful assessments. Our training model ensures that all teachers—new and experienced—are equipped to assess in line with international best practices and IB expectations.

We ensure effective teacher preparation through:

- Annual IB workshops and subject-specific training
- Induction & mentorship for new teachers, including assessment shadowing and co-planning
- Hands-on training in rubrics, digital tools, and reflection techniques
- Peer learning sessions for moderation and standardisation
- Access to IB resources and school assessment archives

12. Policy Review Timeline

The school plans to review all policies on an annual basis. The timeline for the same is as follows:

Stage	Timeline
Policy Initiated	December 2024
First Release of the policy	July 2025
Annual Review	In March every year

13. Alignment with Other Policies (PYP at CCIS)

12. 1 Alignment with Language Policy

The Assessment Policy is closely aligned with the Language Policy, as both support the development of language skills across the curriculum. Assessments in the PYP are designed to monitor students' language proficiency and progress in both the language of instruction and additional languages. Teachers use this data to plan further support and enrichment. For more details, refer to the CCIS Language Policy.

12.2 Alignment with Inclusion and Learning Support Policy

The PYP Assessment Policy complements the Inclusion and Learning Support Policy by ensuring that assessments are accessible to all learners. Differentiated assessment strategies are used to accommodate students with varied learning needs. Where required, special arrangements and support are provided to ensure that assessments are fair, appropriate, and inclusive.

12.3 Alignment with Admission Policy
Assessment practices in the PYP are also aligned with the school's Admission Policy. Initial assessments help understand the learner's developmental stage, language background, and learning needs. These inputs guide placement decisions and early intervention, ensuring a smooth transition into the programme.

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