Assessment and Reporting
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 organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage learners across the world to become active, compassionate, and lifelong learners and understand that people with diverse cultures can also be right.

Academy Mission Statement:
The Academy is committed to procuring the highest standards of pedagogy and education to keep the flames of learning ignited for life. We ensure that all learners achieve their highest potential to become universally minded learners and contribute proactively towards creating a better world through intercultural understanding and respect.

Assessment Objective:
Assessment involves gathering information through various assessment tools to assess learners' learning outcomes and curriculum objectives. This information informs the learning community about the necessary skills for aligning curriculum expectations with assessment requirements. It is a continuous process to inform, provide feedback and guide further instruction to promote optimal learning. It identifies what learners know, understand, can do, and feel at different stages in the learning process.

The assessment policy at Knowledge Academy is formed from the assessment principles outlined in the curriculum. Both learners and educators will actively participate in evaluating the progress of their teaching and learning. Assessment at each curriculum component is designed to meet the subject-specific requirement, along with the learner profile attributes and ATL skills. Each assessment is evaluated against the set assessment rubrics- informative, comprehending, understanding, analysing, skills, and application in summative, to evaluate the learner's achievement. The Academy is committed to IB diploma standards and practices and ensuring that the assessment policy is understood, implemented, and supported by all its stakeholders.

Importance of Assessment:
Innovative and engaging assessment practices at the Academy can encourage active learning. Assessments can foster several skills, such as communication, reflection, critical thinking, and self-awareness while giving learners an insight into the assessment process.

● Provides an opportunity for the learners to assess their own progress.
● On-time feedback provided by the educator could direct the learner to achieve the learning goal.
● The learner understands the strengths and weaknesses and works on further improvement.
● Leads the learner to curriculum qualification.

- Educators could identify the special education needs that the learners require and support them.
- Educators could redesign the teaching style and strategies to meet the learner's requirements.
- Provides information to parents on the learning outcome of the learner.
- This opportunity for the learner to get prepared for the different internal and external assessment components of the final IB assessment.

Principles of Assessment:

The Knowledgeum Academy is guided by the following assessment principles;
- Assessment at the academy aligns with the requirements of the programme.
- Uses a wide range of tools to assess the learner's progress.
- Provide clear feedback after each assessment to inform their progress and improve their learning.
- Design assessments that identify and reflect various learning styles.
- Develop both formative and summative assessments to assess a wide range of knowledge, concepts, skills, and attitudes applicable to real-world problems.
- Record the learner's progress continuously to understand the learning curve of each learner.
- Provide opportunities for learners to participate in and reflect on the assessment of their work.
- Communicates the assessment philosophy, policy, and procedures to the school community.
- Educators use a wide variety of assessment techniques and strategies such as, but not limited to written assignments, oral presentations, fieldwork, portfolios, lab write-ups, tests, examinations, research papers, practical activities, peer assessments, self-assessments, etc.

Assessment Pattern:

The two major assessments followed in the Academy to assess the required skills and objective of the programme are:

1. Formative Assessment: Formative assessment represents the process of gathering, analysing, interpreting, and using evidence to improve learner learning. It is integrated into the daily learning process and is an integral part of instruction. It provides educators and learners with information about how learning is progressing. It helps the educator to provide timely and specific feedback to learners, scaffold the next steps, and differentiate instruction in response to learner needs. Results of formative assessment are used by the learners to monitor their progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals. In other words, formative assessment serves as the foundation for learning and prepares learners for the internal assessment requirement of the programme. Each formative assessment focuses on specific learner profile attributes and ATL skills.

Some of the common formative assessment tools are given below:
Debate, presentation, seminar, group discussion, dramatics, extempore recitation, report writing, letter writing, essay writing, summarising, quiz, written tests, role-play, worksheets, assignments, homework, field trips, etc.

Some formative assessments are assessed by the educator, some by fellow learners and some are self-assessed.

2. Summative Assessment: Summative assessment occurs at the end of a period of learning when learners are allowed to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by educators to make judgments about the quality and quantity of learner learning based on established criteria, to assign a value to represent that quality, and quantity and to support the communication of information about achievement to learners, parents, educators and administrators. In general, summative assessments are written examinations taken at regular intervals from the syllabus completed during the said period. Summative assessments focus on the preparedness of learners for the final external assessment.

3. Mid-year and Year-End Exams: Mid-year and year-end exams are also summative assessments that assess the cumulative syllabus covered during the entire period. A different external assessment component of each subject is taken into consideration

Assessment Structure at the Academy:
The assessment structure detailed below is to be strictly adhered to by educators and learners, (but it is not limited to); educators have the freedom to design more assessments as per the subject requirement.

Year 1

Month	Type of assessment	Weightage	Objective
July	Class Test	10%	Concept Understanding
August	Formative assessment	10%	Skill Assessment (ATL & IB Learner Profile)
September	Summative – 1st Quarter Assessment	80%	Subject-Specific Learning Objectives Stated In The syllabus
October	Class Test	10%	Concept Understanding
Nov	Formative	10%	Skill Assessment

Dec	Summative – Mid-year Exam	80%	Subject-Specific Learning Objectives Are Stated In The Syllabus (Full Syllabus Till Date)
Jan	Class Test	10%	Conceptual Understanding
Feb	Formative	10%	Skill Assessment
March	Summative – 3rd Quarter	80%	To Assess The Aims And Objectives Stated In The Syllabus (After Mid-Year To Summative 3)
May	Year-End Exam	100%	Subject-Specific Learning Objectives Stated In The Syllabus (Cumulative Till The Period)

Year 2

Month	Type of assessment	Weightage	Objective
July	Class Test	10%	Conceptual Understanding
August	Formative – Progress in Internal Assessment (IA)	10%	Skill Assessment
September	Summative – First Quarter	80%	Subject-specific learning objectives stated in the syllabus
October	Class Test	10%	Conceptual Understanding
November	Formative – Progress in IA	10%	Skill Assessment
Dec	Summative – Mid Year	80%	Subject-Specific Learning Objectives Stated In The Syllabus (Cumulative Of Year 2 Syllabus)
Jan	Consolidation of Internal Assessments, TOK, and EE		
February	Mock 1	100	Preparation for IB external exams (Full syllabus)

March	Mock 2	100	Preparation for IB external exams (Full syllabus)

CAS: Participation in CAS programmes, completion of CAS proposals, reflections, and interviews must be completed as instructed by the CAS coordinator during the two-year programme.

TOK: The TOK exhibition and TOK essay must be completed as per the academic calendar and instructed by the TOK coordinator.

Extended Essay - An Extended Research essay must be developed systematically as instructed by the EE coordinator, under the guidance of the EE supervisor.

Grade Descriptors:
The Academy follows a 1-7 grading system for all its assessments.

Grade 7 (Outstanding)
The learner has shown a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The learner consistently demonstrated originality and insight and always produced work of high quality.

Grade 6 (Excellent)
The learner has shown a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The learner consistently demonstrated originality and insight.

Grade 5 (Very Good)
The learner has shown a consistent and thorough understanding of the required knowledge and skills and the ability to apply them in several situations. The learner generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

Grade 4 (Good)
The learner has shown a good understanding of the required knowledge, skills and abilities to apply them effectively in normal situations. There is occasional evidence of analysis, synthesis, and evaluation.

Grade 3 (Satisfactory)
The learner has shown limited achievement against most of the objectives or clear difficulties in some areas. The learner demonstrated a limited understanding of the required knowledge and skills and was only able to apply them fully in normal situations with support.

Grade 2 (Needs Improvement)
The learner has shown very limited achievement against most of the objectives. The learner has difficulty understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.

Grade 1 (Poor)
The learner has shown minimal or no achievement against the learning objectives.

Grade Boundaries:
General grade boundaries followed for all its summative assessments are given below. Subject educators could make necessary changes in the grade boundaries after each assessment in consultation with the DP coordinator which will be reported to learners and parents.

Percentage	Grade
85 -100	7
70 - 84	6
55 - 69	5
40 - 54	4
30 - 39	3
15 - 29	2
0 - 14	1

Feedback and Reporting:
Feedback to Learners:
- Formative assessment rubrics that define expectations for assessment tasks and subject-specific criteria are provided to the learners.
- The educator provides accurate feedback about their current level of achievement and the areas that need improvement.
- The educator discusses the best assessment outcome in the class to illustrate a high level of achievement.
- The educator discusses each summative assessment paper in the class with marking criteria for the learners to identify their understanding and interpretation.
- The educator provides one-to-one feedback to slow learners and special-education needs learners.

Reporting to Parents:
Learners' progress will be consistently reported to parents through school ERP; the report includes the grade achieved and educator comments on performance and progress.

The reporting schedule is attached below.

Year1	Assessments	Year 2	Assessments
September	First Quarter – Junior Year	September	First Quarter – Senior year
December	Mid-year exam – Junior Year	December	Mid-year exam-senior year
March	Third Quarter – Junior Year	February	Mock 1
May	Year-end exam	March	Mock 2

Parent, educator, and learner meetings will be organised twice a year to report the learner's progress and to discuss areas of concern if any.

Responsibilities:
Learner Responsibility:
- Follow all internal assessment deadlines promptly, and stick to the assessment deadlines posted in the ERP.
- Take each assessment seriously; meet with the subject educator to get personalised feedback.
- Understand that each formative and summative assessment reflects their progress; analyse the data outcome for further improvement.
- To have a clear idea about each assessment objective, weigh the overall assessment pattern.
- Uphold academic integrity in all assessments.

Educator Responsibility:
- Educators are expected to make their question papers adhering to the school/programme/curriculum academic standards and practices.
- Design several formative assessments with clear rubrics to meet the curriculum assessment requirements and objectives.
- Give feedback to learners after each assessment with the reason for awarding a grade.
- Analyse individual learners' assessment data and strategise teaching and learning.
- Collaborate with other educators to understand the overall performance of each learner.
- Works with the exam department in maintaining and generating report cards with educator comments.
- Work in collaborative teams to design and assess common assessments.
- Compare common assessment data with other educators to assess where learner learning has been steady and where it requires further support.
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Participate in a result analysis after every assessment to understand the varied learning difficulties of a heterogeneous group of learners.
- Provide concrete feedback to parents in PTM on learner's progress, cooperation and punctuality in meeting assessment deadlines.

Responsibilities of Exam Department:
- Prepare an assessment schedule in consultation with the IBDP coordinator, and communicate the same promptly to learners, parents, and educators.
- Generate and publish report cards in the school ERP after each assessment.
- Maintain learner records with cumulative assessment data; prepare assessment statistics for assessment analysis.
- Be a comprehensive support system to conduct all assessments; provide all essential stationeries.

Parent Responsibility:
- Understand and adhere to the Academy's assessment policy.
- Attend all PTM to get individualised feedback from all subject educators.
- Guide and motivate the learner to achieve the assessment objectives.
- Ensure academic integrity in home assignments and other projects taken outside the academy.

Policies Linked:
- Academic Integrity Policy: The Academic Integrity Policy of the academy must be read and understood completely to know the importance of academic integrity in assessments; any academic misconduct, penalties, and disciplinary actions must be taken as stated in this policy.

- Inclusion Policy: The inclusion policy details the special provisions available for special education needs learners during an assessment.

Absence from an Assessment:
- Leave of absence will not be entertained during an assessment. Unless there is a valid medical reason and necessary evidence (Medical Certificate), no reassessment will be considered. In such a case, no grade will be awarded for the missed assessment component/subject.

Communicating the Policy:
- The policy is made available to all its stakeholders and the community on the school website.
- The Academy handbook includes all the policies that are provided to all parents.
- The Academy handbook copies will be available in the library and staff room for the learners and educators.

Review of the Policy:
- The Policy as the working document will be reviewed and revised every academic year if necessary.

References:
https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles and-practices-2018-en.pdf
https://www.rwadubai.com/userfiles/inno-rwamvc/Documents/Learning/Diploma/Updated-RWA IBDP-Assessment-Policy.pdf
https://cairnsshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/International%2 0Baccalaureate/ibdp-cshs-assessment-policy.pdf

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