



# ASPEE NUTAN ACADEMY

The International Baccalaureate Career-related Programme (IBCP)

<b>Name of the Policy:</b>	Assessment Policy
<b>Policy Formulated by:</b>	Ms. Nuzhat Khan
<b>Policy Edited by:</b>	Ms. Jaie Rajeshirke
<b>Date on which policy was made:</b>	24/10/2023
<b>Applicable till:</b>	23/10/2025
<b>Applicable to:</b>	IBCP teaching and non-teaching staff, students, parents
<b>Apprised by:</b>	School Committee

Aspee Nutan Academy believes that learners should be trained for global citizenship and community welfare. The focus is to provide learners with opportunities and platforms to display and hone their talents. The Academy envisions learners who are responsible citizens, more caring and knowledgeable, and curious thinkers. The academy creates learners who would look forward to tremendous learning opportunities for holistic growth.

Aspee Nutan Academy's assessment philosophy aims to cultivate responsible, caring, and knowledgeable learners with a passion for critical thinking. The assessments support holistic growth and are viewed as opportunities for continuous learning and personal development.

## Purpose and Objectives of Assessment

Assessments are designed to measure student understanding, application of knowledge, and skills in alignment with the IB Career Programme objectives.

The objectives of assessment at Aspee Nutan Academy are as follows:

- Measuring Understanding:** Assessments gauge students' comprehension of academic content and their ability to apply this knowledge in practical contexts. This helps students identify areas where they need improvement and reinforces a deep understanding of subjects.
- Alignment with IB Career Programme Objectives:** Assessments are closely aligned with the objectives of the IB Career Programme, ensuring that students are well-prepared for the programme's unique challenges and goals.
- Benefits for Students:** Effective assessments provide students with valuable feedback on their strengths and weaknesses, enabling them to make informed decisions about their educational and career paths. This helps students set goals, monitor their progress, and build essential skills for success.
- Benefits for Parents:** Assessment results serve as a transparent communication tool for parents, offering insights into their child's academic development and capabilities. This information empowers parents to support their child's educational journey effectively.
- Essential Elements of Effective Assessment:** Effective assessment includes clear criteria, constructive feedback, a variety of assessment methods (e.g., exams, projects, presentations), and a focus on both content knowledge and skill development. It should be formative, providing ongoing feedback, as well as summative to evaluate overall progress.

In summary, assessments at Aspee Nutan Academy are designed to empower students and parents by measuring understanding, aligning with the IB Career Programme, and incorporating essential elements of effective assessment to support educational growth and informed decision-making.

## Types of Assessment:

**The Academy uses 2 types of assessments for evaluation.**

\* **Formative assessment** is an ongoing, educational process that is used to inform and guide teaching and learning. At the Academy, formative assessments are conducted for continuous comprehensive evaluation and to ensure the factual understanding of the child. Its primary purpose is to provide feedback on student understanding, progress, and areas for improvement during the learning process. Formative assessments are used to adjust and shape instruction to better meet the needs of students as they are actively engaged in their learning.

These types of assessments include:

1. Quizzes and Weekly Tests.
2. Projects.
3. In-Class Questions and Answers: Interactive exchanges during lessons to assess understanding and encourage participation.
4. Worksheets.
5. Discussions: Group conversations that promote critical thinking and communication skills.
6. Practical or Experimental Work

These various types of formative assessments serve as valuable tools to help both teachers and students understand where they are in the learning process, identify areas that need improvement, and adjust instruction to better support student development and learning outcomes.

Elements of creativity are evident through a multitude of facets and outlined clearly via the grading rubric. Examples are, but are not limited to: design, multi-media approaches of communication and presentation, clarity of voice and message, and fluidity of points made.

Under this category are also non-traditional aspects of creativity which the end result and the process overall should reflect given proper time and attention to, which are: conventions of standard written English including punctuation, grammar, spelling, and audience awareness.

\* **Summative Assessment**, typically conducted at the conclusion of a full unit or academic term, evaluates students' achievement against established standards or milestones. Its primary purposes are to place students in appropriate academic groups, provide parents with reports on students' current performance levels, and offer teachers insights into the overall quality of their teaching and class progress in relation to targets. Summative assessment can also serve as a basis for year-to-year comparisons within the school and for benchmarking the school's performance against other institutions globally. Summative assessment includes

1. End-of-unit tests
2. Examinations
3. Internal assessments and coursework designed for external examinations

### Assessment Criteria:

- Assessment criteria for each assignment or task will be clearly defined to provide transparency and consistency.
- Assessment criteria will align with the specific learning outcomes for each subject or course within the IB Career Programme.

### Grading System for the Career-Related Study:

- The career-related study consists of 720 hours of guided learning hours. Each separate module constitutes individual assessment criteria (that are assessed internally by the school and externally by WACP, an accredited CRS service provider) as well as a capstone project.
- Assessment of the Career Related Study modules is bifurcated into two sub-sections: 1. Continuous internal assessment 2. External assessment.
- The following Career Related Studies are offered at Aspee Nutan Academy
  1. Accounts and Financial Management
  2. Business Administration
- Assessment of the Career-related study is conducted by the school and moderated by the CRS provider (WACP). Examinations for the CRS are held bi-annually just before the DP exams. WACP assesses the CRS examinations conducted annually and awards students with either the diploma (Grade XI) or advanced diploma (Grade XII), depending on the year of study.

### Assessment for IBCP Core Subjects:

Aspee Nutan Academy is committed to encouraging teachers to follow the assessment criteria for Personal and Professional Skills Course, Language Development, and Service Learning, as IB prescribes.

- **Personal & Professional Skills** constitute 90 hours of IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. The school in the local context creates the PPS course at Aspee Nutan Academy but is not limited to social and communication skills, self-management skills, thinking skills, research, etc.

**This assessment** is interconnected with the whole IB career-related program as a unit. Formative assessment techniques are encouraged in the evaluation of personal and professional skills. PPS learning outcomes may be demonstrated many times in various activities, and others occasionally—but there must be some evidence of every development. The PPS coordinator and LD faculty are responsible for setting broader student achievement requirements within personal and professional skills. Parents and students will be informed about their progress each semester during the open house and through the school learning platform. The status of PPS will be reported to the IB through IBIS towards the end of CP on whether or not each student has satisfactorily completed the course. (*Ref: Personal and professional skills guide (For use from August 2016)*)

- **Language Development:** Language Development consists of 50 hours of IBCP core. The school stipulates the assessment for language development. It may include group assessments (including role play, dances, music, etc.) or individual assessments (including written tests, essay writing, storytelling, etc).

The language development teacher should ensure that students study the language supporting their DP courses' language. Aspee Nutan Academy is committed to ensure that students are oriented about the requirements of Language Development and document and create their own language portfolio and complete it to the satisfaction of the school. The college shall report about the status of Language Development towards the end of CP through IBIS on whether or not the students have successfully completed all the requirements of LD. The IB does not assess this but may be subject to sample review during CP evaluation. (*Ref: Language Development guide (For use from August 2016)*)

- **Service Learning:** Service Learning consists of 50 hours of student's core dedicated to authentic real-life service-learning projects. Through this, students gain experience with a reliable yet flexible structure that they can apply confidently to future situations in many aspects of their lives. Students are expected to complete and document these hours in the following stages and document their experiences in the service-learning portfolio. The service-learning experience represents the process with five key parts: investigation, preparation, action, reflection, and demonstration. Student voice is a critical part of the assessment and self-evaluation process. School reports to the IB whether each student has satisfactorily completed service learning. (*Ref: Service-learning guide (For use from August 2016)*)
  
- **Reflective Project:** Reflective Project consists of 50 hours of IBCP core. The Reflective Project coordinator, PPS teacher, and Respective CRS instructor of the school will align and internally assess and standardize all the Reflective Projects based on the criteria A to E, provided by the IB. The school will send the sample of the Reflective Projects to the IB through IBIS for moderation to confirm the school's marks and grades. Any student awarded a Grade of E for the Reflective Project will not be awarded the Certificate of the Career-related Programme of the International Baccalaureate. The college will provide orientation to students concerning the criteria-based assessment framework and rubric provided by the IB for assessing the Reflective project.

At the end of the reflective project, students must submit either a 3000-word essay or a combination of 1500 -2000-word essays accompanied by an additional format including film, oral presentation, interview, play, or display. The permitted additional formats are:

- 1) A short film(7min)
- 2) A written film script (700 words)
- 3) A spoken presentation (recorded an audio/video; 7 min)
- 4) An interview (recorded an audio/video; 7 min)
- 5) A play (recorded an audio/video; 7 min)
- 6) A display (a storyboard or photo essay using up to 15 annotated images; 700 words).

Students will be assessed on two aspects of the project: the approach they use to complete the reflective project (the process) and the output from that process (the product). The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative. (*Ref: Reflective Project guide, IB Resource Centre, 2016*)

## Grading System for Reflective Project

The following are the criteria for the assessment of the reflective project: -

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	<ul style="list-style-type: none"><li>• Ethical dilemma and issue</li><li>• Research question</li><li>• Methodology</li></ul>	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"><li>• Context</li><li>• Local or global example</li><li>• Alternative perspectives and perceptions of dilemma</li></ul>	9 marks
C: Critical thinking	<ul style="list-style-type: none"><li>• Research</li><li>• Analysis</li><li>• Discussion and evaluation</li></ul>	12 marks
D: Communication	<ul style="list-style-type: none"><li>• Structure</li><li>• Layout</li></ul>	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"><li>• Process</li><li>• Engagement</li><li>• Research focus</li></ul>	6 marks
<b>Total marks</b>		<b>36</b>

## Assessment for DP Subjects:

The following grading system and descriptors will be followed for the grading of DP subjects: -

Grade	Description
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed

Participation will be graded as per the following scale: -

Grade	Description
A+	Insightful and thought-provoking
A	Excellent
B	Good
C	Satisfactory
D	Below average
E	Does not participate at all

## 4. Feedback and Improvement

Timely and constructive feedback will be provided to students to help them understand their strengths and areas for improvement.

- Students will be encouraged to use feedback to enhance their performance.
- Students will have a limited timeframe to fulfill the grading requirements for each assignment.
- It is crucial for students to adhere to this deadline and submit their work to the best of their capabilities. If certain criteria are not met, students have the option to make revisions and resubmit their work. However, whether a student has a practical opportunity to enhance their grades on the resubmission will be decided by the teacher's judgment. The teacher evaluates all units.

## **5. Plagiarism and Academic Honesty**

Plagiarism and academic dishonesty will not be tolerated. Clear guidelines on citing sources and consequences for plagiarism will be communicated to students.

- The college will be purchasing apps or software to check plagiarism.
- The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.
- Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during, or after the completion of the assessment or examination, paper-based or on-screen. This includes behavior in school, out of school, and online.

## **6. Special Accommodations:**

- Students with documented special needs will receive appropriate accommodations to ensure fair and equitable assessment.
- Students with special needs are asked for certification by the Department of Psychology and Counselling at college and offered special concessions.

## **7. Moderation and Standardization:**

Assessment practices will be moderated and standardized across subjects and courses to maintain consistency in grading.

## **8. Assessment Design:**

- Assessments are aligned to the IB-CP criteria, as well as the Department of Education, Maharashtra, to ensure the progression of content and skill complexity.
- Examples of assessments include but are not limited to projects, tests, presentations, papers, quizzes, and many other multi-media approaches towards determining skill level and comprehension.
- They will come in both formative and summative means.
- IBCP assessments incorporate real-world applicable problems to be solved given a vast array of measurement techniques.
- Our pedagogy is guided by our 5 C's - communication, collaboration, creativity, compassion, and critical thinking.

### **➤ Communication and Feedback:**

- Our students must provide evidence of mastering the ability to effectively communicate their thoughts and findings to an audience, making sure that they are aware of the audience and, therefore, the style they use in a presentation, using non-verbal communication, and that creativity is evident in the design.
- Student presentation is crucial to a successful overall assessment score.
- Teachers are responsible for revising and editing student work. Yet, more importantly, via Google Docs, a history of such revisions was applicable to the many drafts submitted with feedback that fosters open-ended plans for correction.
- Students possess a clear understanding of expectations of the goals and objectives.

### **➤ Collaboration:**

- Teachers review student work in course teams via a rubric designed by Aspee Nutan Academy staff in conjunction with the IB-CP requirements.
- Students and teachers are involved together for the entire duration of the assessment process.
- The collaborative effort between content and grade level teachers derive the assessment models to effectively demonstrate student understanding and mastery of criteria demands.

## **BIBLIOGRAPHY**

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