

# Don Bosco International School Assessment Policy

## ➤ VISION, MISSION; PURPOSE AND AIMS

### Vision

- To be a vibrant community of learners, innovators and transformers who build a just and caring global society.

### Mission

- To create a dynamic learning space where every student and educator practices the attitudes, knowledge and skills to be a happy, socially responsible global citizen.

### Core Values

- Trust in a Caring God
- Valuing every Person
- Joy and Optimism
- Innovation and Creativity
- Responsible freedom of Expression
- Integrity, Justice and Equality
- Respect for Nature
- Transformation of Self and Society

### Philosophy-

At Don Bosco International School, all stakeholders collaborate and plan for effective assessments that drive the instructional decisions in the school. Current knowledge and experience are assessed to guide the direction and planning of future lessons as a support for new learning. With a balance of formative and summative assessment, both formal and informal, teachers monitor level of student understanding and identify strengths and weaknesses. Instructional grouping and strategies are determined through synthesis and reflection on assessment performance to ensure that each child is moving forward and growing. Assessment also plays a role in communicating the effectiveness of both teaching and learning processes with all stakeholders, including parents and community.

### Objectives of Assessment Policy:

Assessment, as already stated, is complementary to the learning outcomes, curricular demands and student capability centric. In a way the major objective of assessment is evaluation, information, correction and reinforcement of concept, content and context.

We provide the students, an opportunity to be assessed holistically. Hence, we implement multiple modes of assessments strategies to consider the overall achievements of the child.

**Assessing:**

Student learning is promoted through planning and refining the teaching and learning process to meet individual and group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly.

**Formative Assessment:**

This type of assessment supports learning during the learning process and is at the heart of our school's teaching-learning framework. Our teachers are constantly assessing the child's understanding through a range of formative assessments targeting various skills. This helps us to check for understanding along the way and also provide feedback to students so they can improve their performance.

**Summative Assessment:**

At Don Bosco International School, we believe that periodically it is essential to evaluate the student's assimilation of knowledge and understanding based on pedagogic philosophy. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea; and prompts students towards action.

Assessments in the class will include:

- Using representative examples of students work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Self and peer assessments
- Checklists
- Developing clear rubrics
- Identifying exemplar student work
- Keeping records of task results

The assessment practices at DBIS across the age groups will lead to the realization of the following objectives:

- Integration of planning, teaching and learning;
- Clarity, of systems and practices, to the stakeholders – teachers, learners and parents;
- Balance in formative and summative assessments;
- Peer and self-assessment and reflection;
- Pre assessment – ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment;
- Feedback and reporting to stakeholders ensures betterment;
- Analysis - individual student's needs;
- Effectiveness - curriculum and teaching methodology;
- Seamless transfer to other curricular (school and university) if and when required.
- International requirements– preparation for higher centres of learning across the shores;
- Acquisition of IB Learner Profiles;
- Evolution of the learner as a global citizen;

### **Assessment Practices and Strategies**

At Don Bosco International School, products, performances and tasks are designed to show understanding of learning objectives inside and outside of the units of inquiry. Effective assessment practices include:

- Assessing for prior knowledge. Tools for pre-assessments include, but are not limited to:
- KWL
- Chalk Talk
- Reflection Journals
- Discussions/Brainstorms
- Self-assessment
- Peer assessment
- Anecdotal
- Benchmarks

We believe assessment should:

- Be varied – using a variety of tools and strategies, both formal and informal
- Be done formatively as well as summatively
- Allow for all students to be successful
- Be differentiated according to the needs of students

- Provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- Be transparent to all stakeholders – with clear criteria for success
- Allow for student choice – putting the student at the centre
- Assess all elements of the programmes offered – not just knowledge and skills
- Drive instruction, guide learning and inform curriculum planning
- Lead to reflection about learning
- Provide opportunities to give timely feedback on the learning process
- Involve teachers, students, peers and parents

### **Portfolio Norms:**

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include videos, audio, photographs and graphic representations.

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each students progress and development over a period of time as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas of improvement, and then to set individual goals and establish teaching and learning plans.

Evidence in student portfolio will be developed according to the following agreements:

- Show development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time.
- Document student action
- Document the process of learning and the product, including evidence of students in the process of constructing meaning.
- Tool for assessment
- Reporting purpose for students', parents, teachers and administrators

### **Review and Monitoring of DBIS Assessment Policy:**

A comprehensive team including the Core Management, Teachers and Parent Representatives, are a part of the monitoring and reviewing of the assessment policy of DBIS.

Generally the assessment policy of the School is reviewed on a yearly basis and deletions or corrections are made. This is duly informed to the all the stakeholders through the school website, the school brochure and e-mails, if and when required. Inputs, if any, are taken into consideration and incorporated before the final implementation.

### **Links with other Policies:**

The Assessment Policy works in tandem with the Admission Policy, Language Policy, the Academic Honesty Policy and the SEN Policy.

- **The Admission Policy** – irrespective of the child’s age group, an element of assessment is in place when the learner seeks admission to DBIS. The informal assessment takes place through a personal interaction, and a formal assessment is conducted through a diagnostic from Grade I. In the diagnostic the emphasis is laid on assessing the competence in the three R’s of education (reading, writing and arithmetic). With this the School Management is able to ascertain the capability and the attitude of the learner as well as the cultural and academic background of the student. This helps in devising appropriate interventions if and when required for the smooth integration of the child in the academic environment of DBIS, as also the child’s growth and progress, academically. Let it be clearly understood that this assessment does not result in a refusal to admission.
- **Language Policy** – As a result of assessments at various stages of education a feedback is prepared for the three stakeholders i.e. the student, the parent and the teacher. This aids in devising strategies for future learning. The major emphasis is laid on the language acquisition skills since it is a major aspect of interaction and learning. If the child has problems in language acquisition it more or less reflects upon the child’s academic and emotional growth. It is an endeavor of the School academic fraternity to see that the assessment tools are so designed that there is no scope for a bias. On the contrary, it works towards equipping the teacher and the student with solutions, at the right time. This is mainly possible due to an elaborate formative assessment schedule.
- **Academic Honesty Policy** – Academic Honesty is a major benchmark to measure the level of achievement of the objectives of assessment. Every teacher takes care that from the very onset of the academic session the student is informed and groomed to inculcate the policy of academic honesty with special emphasis on assessment tools. As already stated there is an elaborate formative assessment platform wherein the student is exposed to multi-faceted activities and assignments. It is imperative that the learner is aware and implements the concepts of academic honesty by citing and acknowledging the sources referred to or wherever help has been sought. These reflections build a spirit of thankfulness and the value of academic integrity. During the classroom interactions the teachers make it a point to appreciate the students’ efforts of acknowledging the sources that have been referred to for the mere purpose of research. This in turn motivates the learner to persist with this value. While devising and designing the assignments the teachers take care of the capability and the feasibility of creative thinking and the scope of student’s sincere personal effort. The gradual grooming of the learner results in an academically honest effort by the student during summative assessments too. Even during the summative assessments it is ascertained that the student is duly rewarded for acknowledging the references through quotes and are duly penalised for missing out on acknowledgements due. Sufficient care is taken that the students’ reflections during the summative assessments are devoid of collusion or fabrication.
- **SEN Policy** – For the students with the Special Education Needs the school has a team of qualified and compassionate medical practitioners and Teachers. The infrastructure is designed accordingly. The

assessment policy has been laid out in consonance with the suggestions and international practices. Since these SEN students are integrated with the main stream students the teachers are trained and advised from time to time to design the formative and summative assessments in a way that aids learning, risk taking, and a sense of inquiry and reflection in these students too.

### **Reporting Policy**

- Teacher- Parent(s) - The school 'Open House' is an occasion for the parents to meet the teaching faculty as well as the specialized trainers for the co-curricular activities. The Open House (Consultation Records) will be held thrice yearly – September, January and May.
- Student-led – These conferences involve the student and the parent. The students are responsible for leading the conference and also take the responsibility for their learning by sharing the process with their parents. It involves students demonstrating their understanding through a variety of different situations. The conference involves students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher and could be from the students' portfolio. It enables parents to gain a clear insight into the kind of work their child is doing.

The conferences are carefully planned and time is set aside for students to practice their presentations.

- The written report – They are a record for students, parents and the school itself of a students' progress. Reports clearly indicate the strengths, areas of improvement and areas where the school and family will support in students development. The reporting system reinforces the underlying values of the IB programme.

### **Members of the Committee**

- Ms. Aruna Shetty – Associate Principal
- Ms. Gladys Gonsalves – Homeroom teacher
- Ms. Anshul Ghorpade - Homeroom teacher
- Ms. Prachi Jaiswal - Homeroom teacher
- Ms. Snehal Gujar - Homeroom teacher
- Ms. Deepti Kotak – Parent