DIIS Assessment Philosophy

DIIS encourages effective assessment practices that promote learning by inspiring, motivating and challenging all learners in order to develop students who are: independent, inquiring, confident, reflective, knowledgeable and who are able to embrace lifelong learning as part of an effective learning community.

Purposes of assessment

Disha Indian International School believes that the purpose of assessment is to collect meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

Roles and responsibilities

To ensure that assessment practices are not only authentic,reliable,balanced and lead to the improvement of learning for all students but also understood by Teachers,Students and Parents,below is a list of roles and responsibilities for all.

Teacher's Responsibility Includes

- ❖ One Assessment is taken Every Week.

- ❖ Assessment is fair, purposeful, transparent, and equitable for all students.

- ❖ Assessments directly relate to the documented curriculum content standards and learner outcomes, and should provide varied opportunities for students to demonstrate their learning.

❖ Assessment practices are communicated clearly to students and parents.

❖ Assessment practices by the teacher are regularly reviewed and refined.

❖ Assessment is ongoing and designed to provide multiple opportunities for students to demonstrate their learning progress;

➜ Summative assessments (Assessment of Learning - AoL) involves collecting evidence to summarize the quality of an individual student's learning against the course learner outcomes.Summative assessment occurs near the end of a cycle of learning and comprises the majority of the level of achievement communicated to parents, the students themselves,and other educators.

➜ Formative assessment (Assessment for Learning - AfL) is ongoing, designed and administered to provide timely feedback about student learning. Information gathered is used by teachers to support improved learning and adjust instruction as required and by students to focus their learning.

➜ Assessment practices provide opportunities for developing and supporting student metacognition (Assessment as Learning - AaL).With teacher guidance,students monitor their own learning and use assessment feedback to set specific goals.

Students' responsibilities include:

- ❖ Being active participants responsible for their own learning and assessment, for example, seeking and acting upon feedback, setting and meeting their own goals and deadlines.

- ❖ Communicating constructively with teachers, parents and their peers.

Parents' responsibilities include:

- ❖ Being active participants in assessment practices.

- ❖ Supporting student learning.

- ❖ Helping to create a holistic learning environment.

- ❖ Taking opportunities to reinforce school learning.

- ❖ Communicating constructively with students and teachers.

Tools of assessment

To help students and teachers plan assessments effectively and to ensure a balanced approach to assessment, below is a list of examples accompanied by a typology of assessment.

The purpose of the examples is to exemplify the philosophy, offer descriptions of some assessment and tasks and their possible purposes, aid in planning and tracking assessment and also to work in

accompaniment with the DIIS appraisal process and help teachers assess their own assessment practices.

It is envisaged that assessment strategies below will be based on criteria shared with the students to support the aims of an 'assessment for learning' approach. A balance between formative and summative assessments is also assumed and many of the examples below can be used for both purposes. A balance of the variety of strategies and tools listed below should be included to ensure a representative view of student achievement is provided.

Examples of strategies for assessment

- ❖ **Examination** An activity which is in a controlled environment and is aimed at measuring student performance over the whole course taught to date.

- ❖ **Test** A formalized, in-class and controlled activity where students have been given notice in advance.

- ❖ **Quiz** An assessment on a small part of a unit, or through an informal class activity, given after the completion of a particular topic.

- ❖ **Lesson Reviews** Short verbal or written questions to assess student understanding.

- ❖ **Formal Essay** Extended piece of independent student work which can reflect a student-generated title, a teacher-set title, be open or closed in nature and may have guiding questions; generally speaking, as students progress in age, this activity will

move from descriptive to analytical or evaluative and increasingly have a formal structure dependent upon the subject area.

❖ Research Project Involves both teacher-guided and/or independent student work done both in class and/or as homework.

❖ Journal Writing Continuous assessment activity, which can be part of class work or homework.

❖ Field Work Off-site data collection for analysis and interpretation.

❖ Practical/Experimental Work Involves both teacher-guided and/or independent work; this activity is usually in a lab or specialist room involving specialist equipment.

❖ Performance/Presentation Requires a student to verbalize or actively demonstrate their understanding of a topic or concept.

❖ Group Work Collaborating with one or more other students to achieve learning outcomes by effectively combining the knowledge, ideas and the talents of the group members; note that individual student performance should be acknowledged as well as the group performance.

❖ Observation Systematically viewing and recording student behaviors and approaches to learning.

❖ Conference A formal or informal meeting between the teacher and the student to discuss and reflect upon learning (may also include parents).

❖ Self-assessment Students evaluate their work and reflect on the process they went through to produce it.

Explanations of some words

❖ Criteria A standard or description of behavior on which an assessment is based.

❖ Rubric A scale with achievement criteria that describes achievement levels for specific tasks.

❖ Task-specific clarifications Written for each summative task and include indicators specific to summative assessments and used to assign levels of achievement. These are created collaboratively by the teachers teaching the course.

❖ Checklist A list of desired learning outcomes (e.g. actions, attitudes, etc.) which are 'checked off' as they are observed.

❖ Rating scale A simple multi-point range (from high to low) used to judge extent to which a student demonstrates specific behaviors, attitudes or understanding.

❖ Anecdotal records A short narrative used to objectively report student behavior and approaches to learning.

❖ Continuums Visual representations of developmental stages of learning which show a progression of achievement or identify where a student is in a process.

- ❖ Exemplars Samples of students' work that serve as concrete standards against which other samples are assessed.

Grading Policy

- ❖ Assessments and evaluations that are used towards determining a student's overall grade
    - ➢ will be based solely on documented curriculum standards and learner outcomes.
    - ➢ will represent individual student achievement.

- ❖ There will be congruence between the material covered in class, subsequent AfL's and, finally the AoL so that students are prepared for success. The AoL will therefore assess only learning outcomes that have been covered in class and for which students have had the opportunity to receive feedback on through prior AfL.

- ❖ Teachers will ensure that each student has a distributed set of multiple assessments over the marking period including both AfLs and AoLs. Some form of meaningful feedback will be recorded in the ERP at least once per week.

- ❖ In the classes that administer final examinations, the semester grade shall be 20% Assessment of learning including(quizzes, test,portfolio,subject enrichment) and 80% exam.

Grade boundaries

Letter Grade	% Grade Boundary (rounded)	Performance Level
A+	91-100	Exceeding Standard (excellent)
A	81-90	
B+	71-80	
B	61-70	Meeting Standard (good)
C+	51-60	Approaching Standard (satisfactory)
C	41-50	
D	33-40	Needs Support (at risk)
E	< 32%	