



OBEROI
INTERNATIONAL SCHOOL

FREEDOM TO THINK. EMPOWER TO BE...

Our Mission

We are dedicated to fulfilling every child's educational and developmental needs in a safe and caring environment conducive to learning and teaching. We aim to create responsible, global citizens who show understanding, compassion and acceptance of the differences in the world. We strive to ensure that every child in our care is empowered to make choices and encouraged to contribute to our community.

Our Core Values



KNOWLEDGE



SOCIAL RESPONSIBILITY



RESPECT



CREATIVITY



CELEBRATION

Oberoi International School

Assessment Policy

October 2019

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

- Albert Einstein

Philosophy:

At OIS, assessment aims to improve learning and teaching, empowering all to take ownership for furthering their understanding and developing skills and positive attitudes. We recognise and respect the diversity of learners in our community and promote international-mindedness across our programmes by setting assessments in a variety of cultural and linguistic contexts. We believe that assessment is an ongoing cycle of self-improvement and discovery.

Purpose (Principles of assessment in teaching and learning):

*Assessment **for** learning has the most direct link to the way students learn and is often called formative assessment. Assessment **of** learning is referred to as summative assessment and designed to have an integral role in teaching and learning.*

(Adapted from [Assessment Principles and Practices- Quality Assessments in a Digital Age](#). International Baccalaureate Organization, 2018.)

At OIS, assessment occurs in order to:

- identify what students know, understand and can do
- focus on an individual student's progress rather than their performance in relation to others
- support learners to make connections to the real world in order to promote engagement
- support students to become assessment capable learners through collaboration between teachers and students
- provide students with feedback that informs and improves learning
- promote the development of approaches to teaching and learning skills
- gather and analyse information about student learning
- use data and evidence to inform planning and teaching practices
- inform students, parents and other stakeholders of student progress

Procedures

All IB programmes are informed by assessment, as indicated in the IB:

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- All students have access to demonstrate knowledge, conceptual understanding and skills.
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

Adapted from [Learning and Teaching. International Baccalaureate Organization. December 2018.](#)

The following links outline the programme practices for each division:

[Primary assessment practices](#)

[Secondary assessment practices](#)

Role of language in assessment:

English is the medium of instruction and is the language used in all internal and external communication, collaborative work and planning. The use of other languages during assessments, where appropriate, and in line with IB requirements, is supported. For further information regarding the use of languages refer to the [language policy](#).

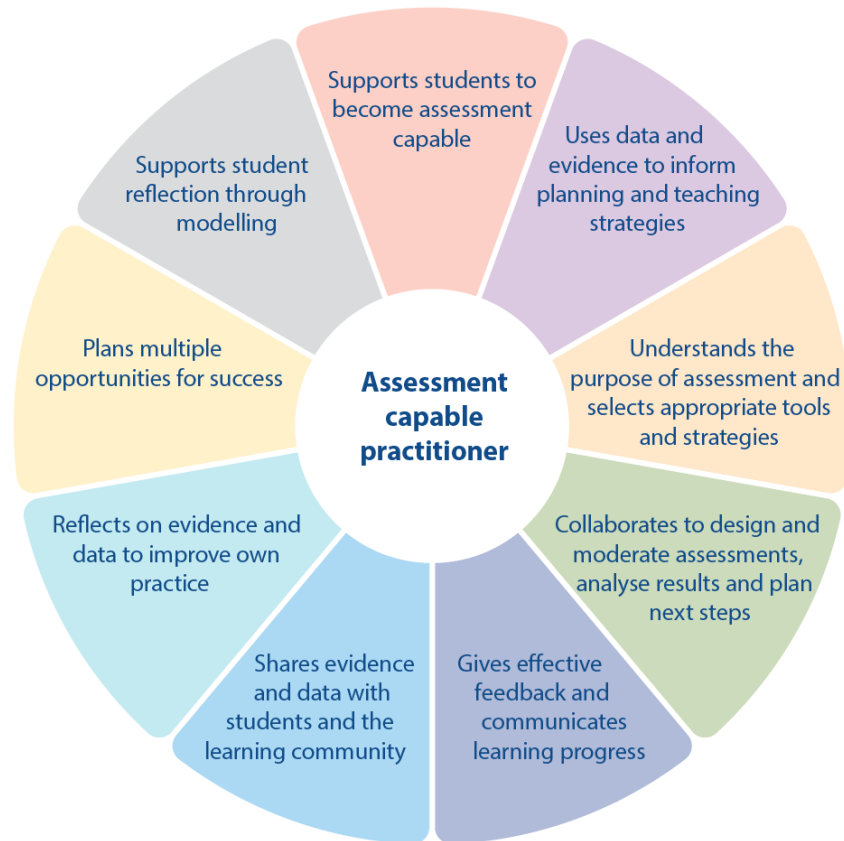
Academic Honesty in Assessment:

Students at OIS are taught to be principled learners and are aware of the consequences of Academic dishonesty. In alignment with IB regulations, OIS reserves the right not to submit any work that has not been authenticated to the satisfaction of the teacher. The [Draft Academic honesty policy](#) can be accessed here.

Role of teachers:

We aim for every OIS teacher to be an assessment capable practitioner. In light of this, all teachers are actively encouraged to continuously upskill by pursuing professional development opportunities within or outside school.

The practices to be developed are:



[Learning and Teaching. International Baccalaureate Organization, December 2018.](#)

Role of students:

“Assessment capable learning means that students can assess their own learning. It will help them gauge where they need extra help, and where they are doing well enough that they can move on.

Where assessment capable learning is concerned, it is important for students to know where they are going, how they are going, and where to next ([Hattie](#)).

We aim for every OIS student to be an assessment capable learner and demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- developing the skills to reflect on their learning, self-assessing and discussing their progress
- selecting evidence, such as samples of their learning that best demonstrate the intended learning goals
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

Adapted from [Learning and Teaching. International Baccalaureate Organization. December 2018.](#)

Role of parents/guardians:

Parents/Guardians are encouraged to understand the learning process and the school's vision, mission and values. We partner with them to promote principled actions, empowering students to be successful learners through open communication.

Review:

The assessment policy will be reviewed every two years for additions and modifications and will involve the active participation of teachers, administrators, parents, students and school leaders through the formation of an assessment committee.

Assessment committee members: 2018-2019

PYP coordinator OGC campus

PYP coordinator JVLR campus

Deputy Head of Primary OGC campus

Deputy Head of Secondary OGC campus

MYP coordinator OGC campus

MYP Coordinator-JVLR Campus

Diploma Coordinator OGC campus

Assistant Diploma Coordinator OGC campus

Diploma Coordinator JVLR campus

Next review date is August 2021.

Works Cited

Assessment Principles and Practices- Quality Assessments in a Digital Age. International Baccalaureate Organization, 2018.

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London, Routledge, 2012.

Learning and Teaching. International Baccalaureate Organization, December 2018.