

Gifted Minds International School (GMIS) **ASSESSMENT POLICY – 2023-2024**

Philosophy

GMIS nurtures students' talents, enables students to excel holistically, empowers them to meet new challenges, and serves society with purposeful change.

Mission:

Be the frontier provider of education to International and local communities.

Motto:

Empower “Gifted Minds” students to become global citizens

GMIS PHILOSOPHY OF ASSESSMENT

Assessment is the collection and analysis of information regarding student performance. It identifies what students know, understand, and can achieve and enables them to reflect at different stages in the learning process. GMIS Mission is to be the frontier provider of education to international and local communities. GMIS Community collaborates with local communities by inviting local experts in the fields of different industries that our students are learning in their classes. The students enhance their authentic learning experiences through field trips and experts coming in sharing their local knowledge and thus this will help to recognize what students know, understand, can do and value at different stages in the teaching and learning process.



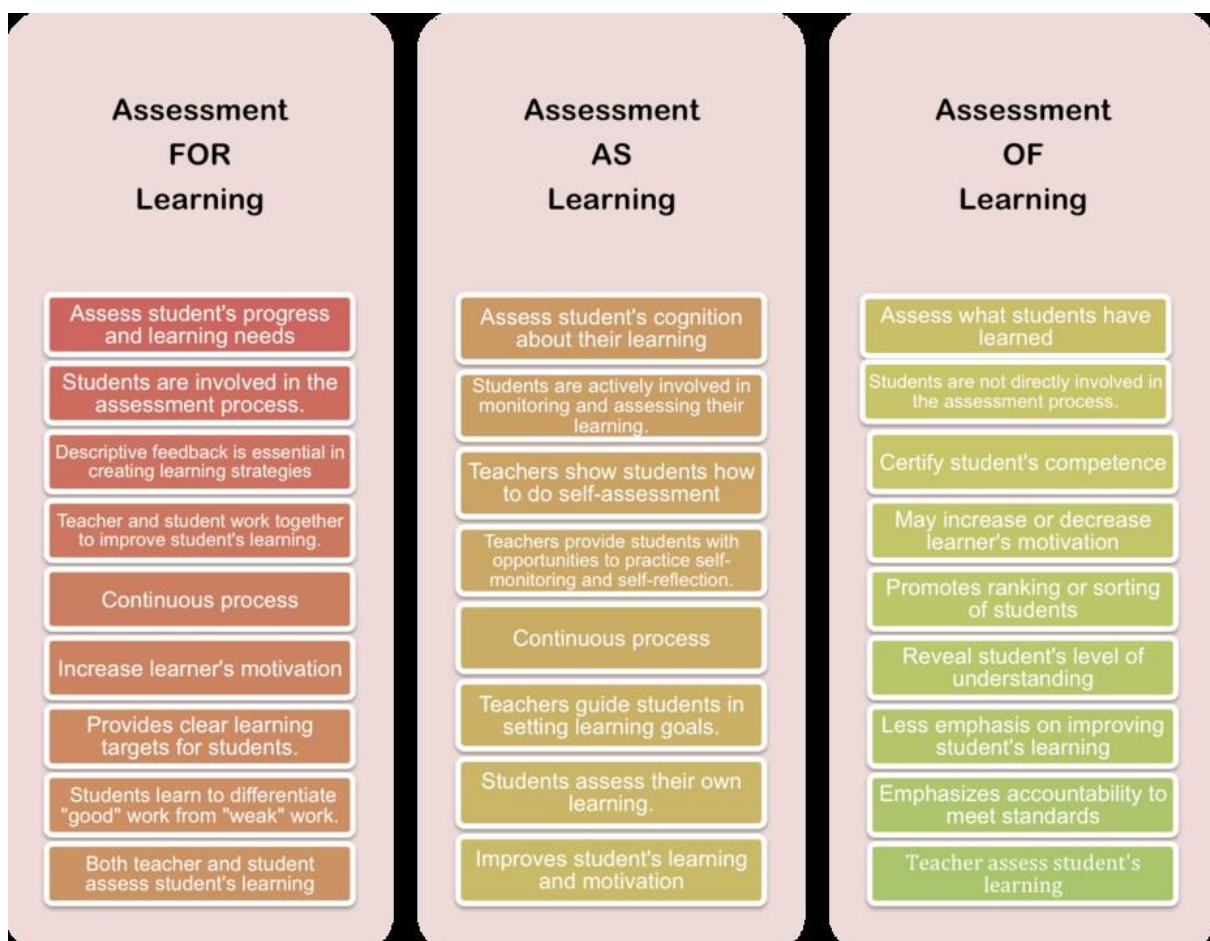
It provides information about student learning and development as well as a framework for curriculum planning, self-reflection, and collaboration. With the realization that students learn in different ways, at different rates, and at different times, effective teaching and learning in the classrooms will be promoted by the offering of a variety of assessments by teachers. Students, teachers, and parents are active participants in the assessment process used to guide students through the IB Primary Years Program. The Measurement of Student Assessments must meet the criteria of being Objective, Reliable, and Valid to measure students' learning.

- Students will assume ownership of their learning through the assessment process through a variety of ways; they self-reflect and self-assess, set goals for themselves in their learning, and understand the criteria for quality products through the use of rubrics
- Parents can understand student learning, provide support outside of school, and celebrate learning and student accomplishments
- Teachers collect and use data to drive instruction, differentiate instruction, and provide interventions and enrichment based upon student needs through collaborative and reflective practices in order to evaluate student progress.

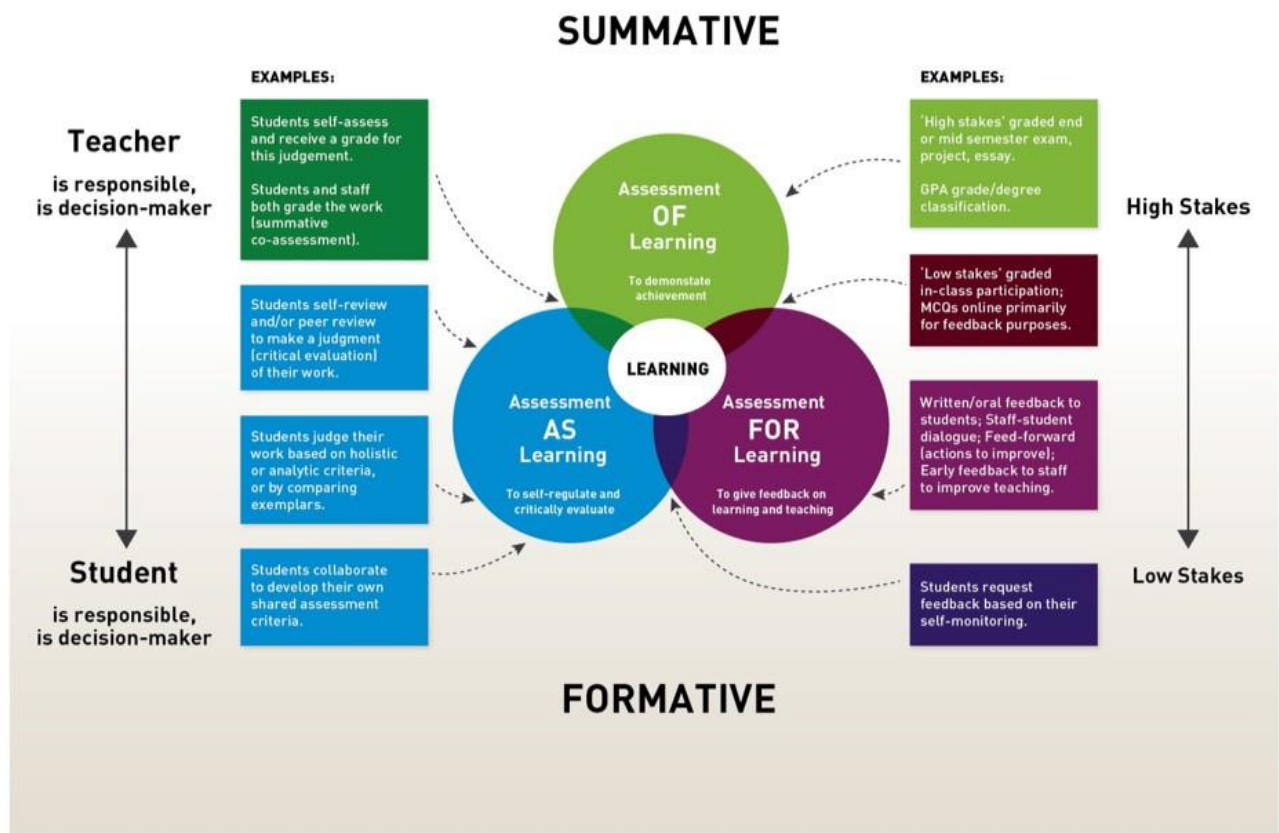
ASSESSMENTS FOR/OF /AS

At GMIS we believe that assessments are integral to teaching and learning. It is central to the goals of PYP and thoughtfully, and effectively guides students through the five essential elements of learning:

1. acquisition of knowledge
2. understanding of concepts
3. mastering of skills
4. development of attitudes
5. decisions to take action



Assessment, teaching, and learning are inextricably linked as each informs the others. Assessment is a powerful process that can either optimize or inhibit learning, depending on how it is applied. This process is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies. Assessment can do more than simply diagnose and identify students' learning needs; it can be used to assist improvements across the education system in a cycle of continuous improvement.



At GMIS, we believe that assessments inform teaching and enable teachers to make appropriate decisions. Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessments include both formative and summative approaches to ensure both the monitoring and the evaluation of student learning. Everyone involved with assessments needs to have a clear understanding of why we assess, what is assessed, how achievement is measured, and the way assessment is delivered.

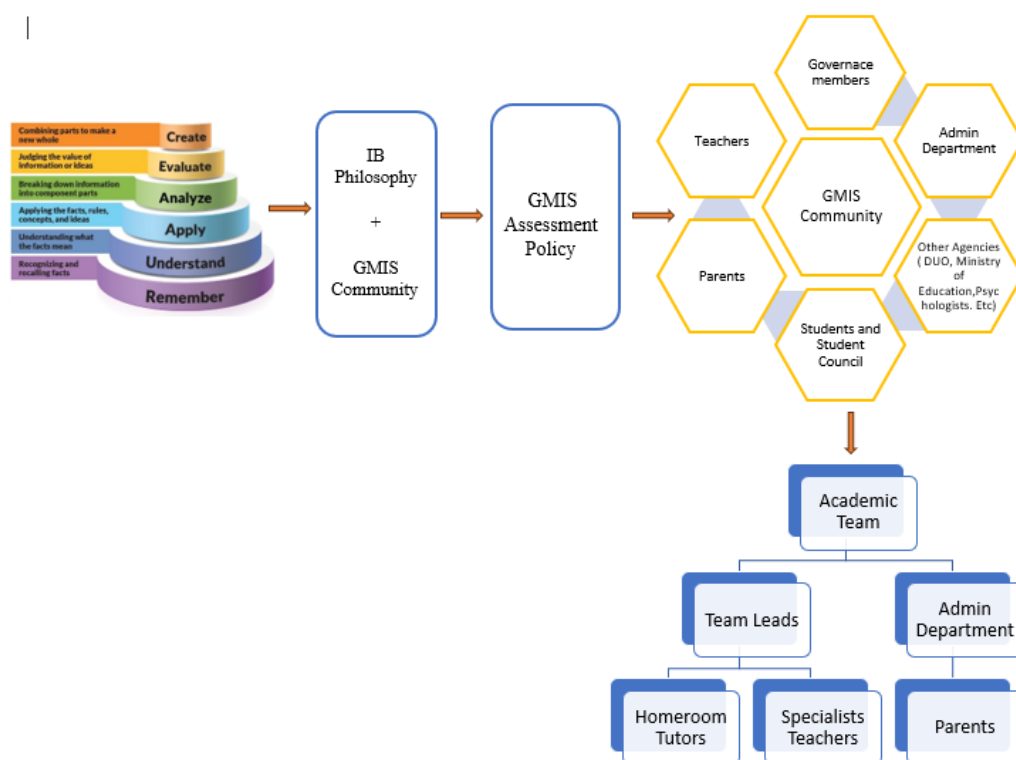
GMIS Perspective on Assessments: We take inspiration from the Blooms Taxonomy for our Assessment Policy for the Academic Year 2023-2024.

Bloom's Taxonomy:

- Definition of student learning goals and objectives
- Alignment of curricula with the adopted goals
- Identification of instruments and measures to assess learning



Bloom's taxonomy helps GMIS teachers and the Pedagogy Leadership Team/Academic Team to create curricula, course, lesson plans, and learning activities, as well as formative and summative assessments. It helps ensure that the students have clear measurable goals and expectations. It helps HRT/ST set assessments and evaluations at the right level. Worthwhile assessments will reflect the level of thinking that has been taking place.



1. Transparency and Authenticity:

We are proud of the work that we do with students in our care. This model of assessment and reporting establishes a shared understanding of the task being tackled by students and the criteria for assessing their performance of those tasks. It also encourages the use of a much greater diversity of assessment tasks which is consistent with authentic learning.

2. Who is in the Assessment Policy Team?

1 Preschool HRT, 1 Primary School HRT, 1 Specialist Teacher, Admissions Office, Parent Volunteer (Preschool and Primary School), Librarian, Governor Member, Information Technology Teacher, Pedagogy Leadership Team and Principal/IBPYP Coordinator.

3. Why do we assess?

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration by teachers, students, parents, and the pedagogical team.

4. What is Assessed?

- Progress and performance in subject areas (English, Mathematics, Science, Social Studies, Specialist Subjects e.g Drama, Music, Art etc.)
- Conceptual understanding of central ideas
- Transdisciplinary skills
- Learner Profile attributes
- Approaches to Learning (self-management skills, research skills, social skills, communication skills, and thinking skills)

The purpose of assessment at GMIS is to provide useful information:

1. For students to demonstrate what they know, understand and can do in their work.
To help students understand how well they are doing and what they need to do next to improve their work.
2. Providing the students with more authentic chances to use their voice, make choices for themselves both collectively and as individuals, and thus encourage ownership of their learning.
3. To allow teachers to plan work that accurately reflects the needs of each student and group of students whom they teach.
4. To provide regular information for parents to enable them to support their student's learning.
5. To track the attainment and progress of individual students, groups of students, and cohorts of students in order to inform future planning.
6. To provide the student's next teacher with useful information in order that the transition is as smooth as possible, and therefore promote continuity and progression across the school.
7. To provide receiving schools with information to ensure the student's effective transfer and continuous progress.
8. To provide HRTs/ST with information that allows them to monitor and make judgments about the effectiveness of practice.
9. To provide school leaders with information that allows them to monitor and make judgments about the effectiveness of the school and identify strengths and weaknesses in the curriculum and utilise this information to inform school improvement planning.
10. To provide governors with information on the school's performance to aid their monitoring procedures.
11. To provide external bodies with information about how well the students at the school are achieving.
12. To provide parents with information about the performance of the school.

Connections with other Policies:

The Assessment Policy works in tandem with the Admission Policy, Language Policy, Academic Honesty Policy and Inclusion Policy of GMIS.

The Admission Policy – irrespective of the student’s age group, an element of assessment is in place when the student seeks admission to GMIS. The informal assessment takes place through personal interaction, and a formal assessment is conducted through a written examination. In the Assessment (Placement Test / Diagnostic Assessment) the emphasis is laid on assessing competence in reading, writing, and logical skills. With this, the school management can ascertain the capability and the attitude of the student as well as the cultural and academic background of the student. This helps in devising appropriate interventions when required for the smooth integration of the student in the academic environment of GMIS, as also the student’s growth and progress, academically.

Language Policy – As a result of assessments at various stages of education 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 language acquisition skills since it is a major aspect of interaction and learning. Language acquisition reflects upon the student’s academic and emotional growth; therefore, the language policy stresses the development of the mother tongue, EAL Needs, and acquisition of an additional language (Dutch and French).

Academic Integrity Policy – Academic Integrity is a major benchmark to measure the level of achievement of the objectives of the 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. During classroom interactions, the teachers make it a point to appreciate the students’ efforts in acknowledging the sources that have been referred to for the purpose of research. This in turn motivates the student 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 students’ sincere personal effort. The gradual grooming of the student results in an academically honest effort by the students in all learning areas. An Academic Integrity Policy is available for students and parents on the school website.

Inclusion Policy – For the students with special education needs the school has team educators and teachers. The assessment of these students is in consonance with the exclusive requirement of each student’s learning needs. The goals of each student's needs are set in collaboration with the parents, teachers, and SEN educators.

Green Room Special Needs Support (SNS): GMIS believes in an inclusive program for children who require additional support. As GMIS isn’t a special needs school, we accept children based on a case-to-case basis. An initial assessment would be done to evaluate the child if GMIS special needs specialist (SEN) staff have the resources to accept the child into the mainstream program. The services provided will be to support the child in the mainstream. Shadowing, assessment, and one on one therapy will be required for this intervention program. Parents will have to give all psychological and medical reports to assess the child’s abilities and areas of concern. Children with Speech delay, Behavioral issues, Dyslexia, and Autism (higher functioning) may be accepted after an intensive evaluation done with special Ed staff. An individualized educational plan (IEP) will be created to meet the educational, social, and emotional needs of the child and the school's expectations. The Parents will be required to attend all monthly meetings to update on the progression of the child’s individual development and with her/his peer's interaction and communicative skills.

Student Self Assessment

The IB student profile is transparent in the classroom, and evident in the general language of the school. Teachers use informal observations to give feedback to students, but actual assessment is only done as student self-assessment. The students reflect on their development in formal and informal ways throughout the term. This reflection will vary according to age groups and language abilities.

The IB Learner Profile

The IB Learner profile is based on the development of 10 personal qualities (attributes) that learners strive to develop during the Primary Years Programme. IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The aim is to develop internationally minded learners who, recognizing our common humanity and shared guardianship of the planet help to create a better, more peaceful world. Students as well as staff are encouraged to recognise and support these attributes in our Assessments.

Teacher comments in the general section of the written student reports need to reflect the development of the individual student through the attributes of the Learner Profile. Teachers need to refer to students' achievements and actions during their inquiry into the 6 Transdisciplinary themes. In formative assessment tasks, we provide students with enough opportunities to take intellectual risks, and then support them in taking such risks. GMIS uses a range of assessment strategies to meet the diverse needs of students and encourages them to be creative and critical thinkers, thereby providing time for students to reflect on an assessment task and what they have learnt from it.

Field Trips – A unique approach to IB learning and Assessments

Field trips help students apply what they learn in class to the external world of biotic and abiotic factors. It helps students to investigate the environmental factors and complete their internal assessments, enriching their classroom experiences based on the practical experiences they gain during field trips. If we approach field trips with the same assessment-based mindset as with classroom instruction, we can implement and measure immense improvements in student learning.

Assessments encompass IB elements and Common Core Strands

GMIS teachers strive to provide opportunities for students to construct meaning primarily through structured inquiry. This is accomplished by emphasizing the connections between subject-specific knowledge and the six transdisciplinary themes. At GMIS, we assess performance and progress in each of the following subject areas: Language & Literacy, Mathematics, Science, Social Studies, Additional Language (French/Dutch) Physical Education, Drama, Art, Music, Library, EAL, Health Education.

Student learning is Promoted Through:

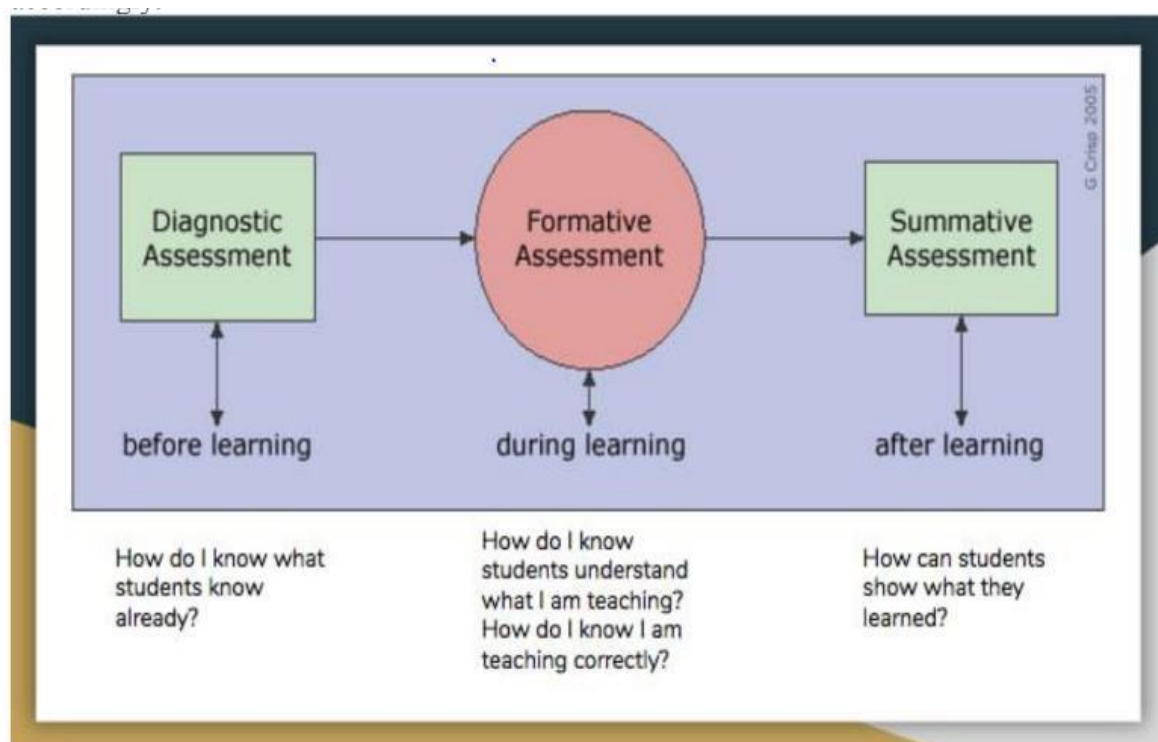
- Differentiating instruction to meet individual needs
- Engaging students in reflection to determine strengths and weaknesses
- Encouraging students to set goals for themselves based on reflections
- Providing feedback for students in a timely manner
- Expanding student learning opportunities
- Building a profile of students' individual understandings
- Guiding teacher planning and presentation
- Focusing on closing the achievement gap among students
- Student Portfolios
- Summative & Formative Assessments

Information about Students Learning is Provided Through:

- MANAGEBAC
- Examples of student work, projects, and performances
- Statistics relating to benchmarks or rubrics
- Test results i.e. MAP, Semester Exams
- Student Portfolios
- Term Reports
- Student, Parent and Teacher Reflections

When do we Assess?

Student learning is promoted through planning and refining the teaching/learning process to meet individual or group needs. Assessing students' prior knowledge, and their experiences during the teaching period enables teachers to plan & refine their teaching accordingly.



GMIS Teachers assess the students on the following:



Pedagogical and Assessment Tools

A wide variety of teaching strategies are used that encourage students to be actively engaged in their learning. These include:

- Use of spiral and concrete-pictorial-abstract approaches in the teaching of Mathematics. A range of heuristics are also taught to help students solve challenging word problems
- Book study for English language classes
- Inquiry-based approach to enhance students' understanding of science
- Differentiated instruction
- Experiential learning
- Cooperative learning and group work
- Use of e-learning portal
- Use of ICT in individual and group project work

Different modes of assessment are used to evaluate students' learning:

- Traditional pen-and-paper tests
- Project work
- Practical tests
- Performance tasks
- Rubric assessment

The varied assessments ensure that the students attain process skills which are essential in the digital age. Students will also be provided with abundant opportunities to stretch their faculties and build on their strengths.

Placement Test / Diagnostic Assessment:

1. When the parent submits her/his application to enroll their child in the school, she/he sits for a placement exam (International Testing Tool) in English, Science, and Mathematics. (Only applicable for Primary Students: Grade 1 onwards) (Preschoolers will be assessed from parents remarks, previous school reports and /or by respective Teacher observation and interview during play date gathering with current students)
2. The evaluation of the student is comprised of questions relating to basic skills and competencies in language: (oral reading skills, comprehension, and a writing task in which the linguistic part is applied in context) along with assessing mathematical concepts.
3. The student's performance will be reviewed and assessed in line with prior determined criteria that are properly identified according to the student's level.
4. The student's evaluation test is selected according to her academic level which will be attained through feedback from the previous school reports and from parents' remarks.
5. After the student completes this exam and the coordinators /HRT correct the paper, then submit a recommendation that properly describes the student's actual level in all basic skills and competencies.
6. The Students are subjected to International testing tools, Diagnostic assessments, formative assessments, and summative final assessments, as do other peers in the class.
7. In case a student has been identified as possibly having Special Educational Needs (SEN), she will then be closely monitored in order to gauge her level of learning and possible difficulties.
8. If required, an Individualized Education Plan (IEP) will be set up for the student and implemented to help fulfill the needs and gaps of the student.
9. Progress meetings, academic tutorials, and PTSC (Parent Teacher Student Conference) are used to monitor and assess the progress made by the student. (For further information on the assessment of Special Needs Students, please refer to our SEN Policy).
10. Records of Placement Tests/Diagnostic assessments and IEPs (Individual Educational Plan) will be saved in students' dossier in the Admissions Office and with HRT/Coordinator for Preschool or Primary School as applicable.

Differentiation in Assessments:

In some cases; when students are unable to achieve the learning objectives inside the classroom as their peers, we would differentiate in the teaching and learning practices whether in the process, content, or product, as much as possible by use of various manipulative, different leveled texts, readings, stories, use of different strategies, along with differentiated worksheets, and implementing the differentiated formative and summative assessment. If students need further interference, they will be observed and then referred to the school that has a joint venture with the school to be further screened. (Please refer to inclusion Policy). Teachers not only give feedback but also give feed forward so students can improve on their future learning and outcomes.

Pre-Assessment

Following the constructivist approach of teaching, teachers assess students' prior knowledge and experience before embarking on new learning experiences.

Pre- assessments are conducted at the beginning of a new academic year to assess their Literacy and numeracy skills, which provides comprehensive feedback of all the students to their respective teachers at the beginning of any new unit of inquiry under different disciplines (refer, what do we assess, record & report)

Formative Assessment

Formative assessment is interwoven with daily teaching and helps teachers and students find out what the students already know in order to plan the next stage (s) of learning. Formative assessment serves as feedback to teachers about the learning process. Formative assessment occurs throughout a learning unit or process.

Summative Assessment

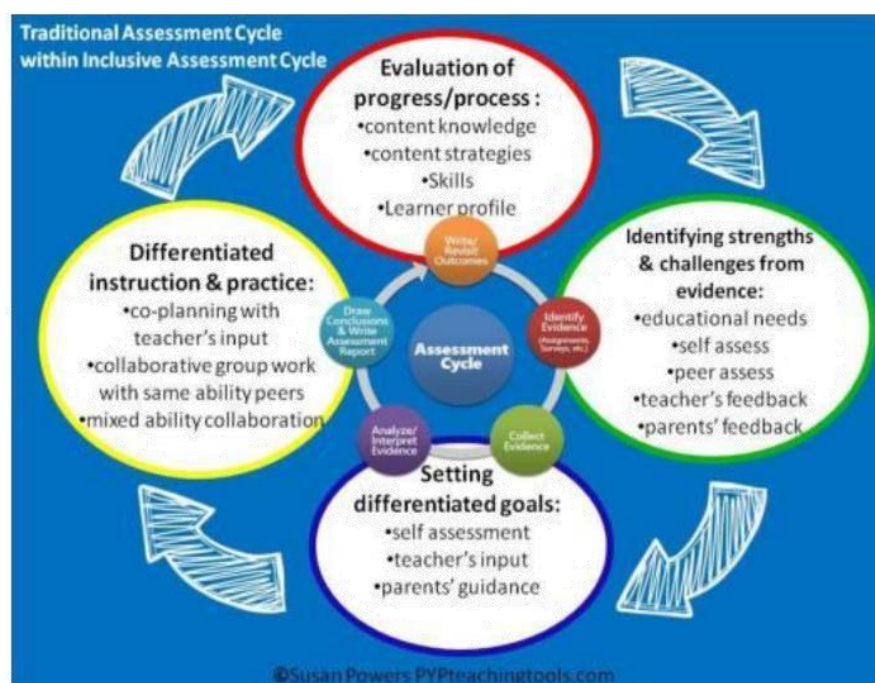
Summative assessment takes place at the end of the unit of inquiry or the process. It gives the students opportunities to demonstrate what has been learned. Besides, it also gives opportunities to the teachers and parents to evaluate their student/students' progress over a period of time. The summative assessment can assess several elements of what is being assessed simultaneously. It is a formal ending point to a taught unit or of a process, but not necessarily the end of a student's learning in the areas being assessed.

All about Recording

What do we record:

Assessments at GMIS are designed by teachers to incorporate a variety of methods/strategies which are relevant and motivating for the students. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches and therefore provide a balanced view of the student.

Sharing the responsibility of assessment with the children, within the teaching-learning cycle, enables greater agency and investment in their progress. The inclusive Assessment Model helps in providing the children with more authentic chances to use their voice, make choices for themselves, both collectively and as individuals, and encourage ownership for their own learning and how we, as the facilitators, increase the children's involvement with this part of their learning cycle.



In aiming to deliver inclusive assessments, we are seeking to achieve transformation of staff, through developing their greater awareness of issues for students and options for assessment.

Assessment Strategies:

1. Observations:

All students are observed often and regularly, with the teacher taking a focus varying from a wide angle (E.g. focusing on the whole class) to close up (focusing on one student or one activity), and from not being a non-participant (outside the group) to being a participant (within the group).

2. Performance-Based Assessments:

Performance-based Assessment provides authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem identified and rarely a single response. They are usually multimodal and require the use of many skills. Audio, video, and narrative records are often useful for this kind of assessment. In broad terms, there are three types of performance-based assessments: performances, portfolios, and projects.

Some examples of performance-based assessments are:

- Demonstrations (Science, sports, dance etc)
- Role plays designing & conducting experiments
- Expos- Exhibiting work to others
- Community action
- Story illustrations
- Model construction
- Oral report

3. Process-Focused Assessment

Students are observed often and regularly, and the observations are recorded by noting behaviours, collecting multiple observations to enhance reliability and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping using checklists are created that minimizes writing and recording time. We also use Reflection Journals and Graphic organizers after different learning engagements.

4. Open-ended Tasks:

These are situations in which students are asked to communicate an original response to a given stimulus. The answer might be a brief written answer, a drawing, a diagram or a solution.

Some examples of open-ended tasks are:

- Class charts
- Model constructions
- Photographs & video presentations
- Illustrations, comic strips

5. Selected Response

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Some examples of selected response assessments are:

- Multiple choice tests
- Cloze passages
- Tests & quizzes like true-false, multiple choice & fill in the blanks

In a grade, it is recommended that a variety and range of assessment strategies and methods are used.

How do we record Assessment Strategies:

The previously identified assessment strategies are put into practice using the following assessment tools to report to the parents:

- Checklists- These are lists of information, data, attributes, or elements that should be present.
- Exemplars- Samples of student work that serve as concrete standards against which other samples are judged.
- Rubrics- An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students work and how to rate the aforesaid work on a predetermined scale.
- Anecdotal records- Brief written notes based on observations of students.
- Continuums- These are visual representations of developmental stages of learning.
- They show a progression of achievement or identify where a student is in a learning process.

We have various ways of reporting student learning:

Written Reports - Written reports are a summative record for students, parents, and the school itself of a student's ongoing progress. The reports reinforce the underlying values of the school and of the PYP. The written reports address all the essential elements of the PYP: knowledge, concepts, skills, attitudes, and actions.

As part of the assessment process, every student has a written report sent to the parents which clearly indicates the student's grade level and records of achievement. These Reports have the criteria listed below and are sent at end of every term.

Assessment Criteria Descriptors

Non-Emergent: The student does not accomplish the purpose of the assignment. There are many gaps in conceptual understanding.

Satisfactory: The student does not completely accomplish the purpose of the assignment. There are gaps in conceptual understanding.

Good: The student largely completes the purpose of the assignment and exhibits an understanding of major concepts though some essential details may be missing.

Excellent: The student accomplishes the purpose of the assignment and exhibits awareness and understanding of the concepts.

Distinction: The student entirely accomplishes the purpose of the assignment and exhibits beyond a thorough understanding of concepts. The student is a model student.

IB Outcomes		
Percentage	Symbol	Outcome Wording
90-100	D	Distinction
80-89	E	Excellent
70-79	G	Good
60-69	S	Satisfactory
0-59	NE	Non- Emergent

Teachers report each student's progress with descriptive comments based on a portfolio of the student's work. Teachers also describe each student's progress in understanding the central ideas in the units of inquiry.

Data Analysis

The HRT/ST are responsible for inputting data for their class in Reading, Writing, Maths, Science, and other specialist subjects on a termly basis as per the IB Grading.

Grade Breakdown					
Preschool - Nursery to K2		Grades 1 to 2		Grades 3 to 6	
Formative	80%	Formative	70%	Formative	60%
Summative	20%	Summative	30%	Summative	40%

Reporting

Reporting on assessment is about communicating what students know, understand, and can do. Reporting may take many forms including conferences and written reports. Effective reporting should:

- involve parents, students, and teachers as partners
- reflect on what the school community values
- be comprehensive, honest, fair, and credible
- be clear and understandable to all the parties involved

When do we report?

GMIS has 4 Parent Teacher Student Conferences (PTSC) a year to inform parents about the progress of each student. These conferences are 20 minutes face-to-face conferences amongst the homeroom teacher, the student, and the parents. The specialist teachers are included as well. The conferences take place in the following forms:

Goal-setting conference

A three-way goal-setting conference at the beginning of each academic year wherein the parent, the student, and the homeroom teacher confer to understand expectations and set broad goals for the student. The student, parents, and teacher collaborate to establish goals and identify students' strengths and areas of improvement which are reviewed in the later conferences. From Grade 1 onwards, students are involved in the goal-setting process.

Three-way parent-teacher-student conferences:

These are four times a year for Preschool and Primary years. These conferences are in a formal setting wherein students discuss their learning & understanding with their teachers and parents.

Written reports:

Written reports include the summative and formative records of the students, to be reported to the parents. Reports clearly indicate the areas of strengths, areas for improvement, participation, and overall progress of the student in the school.

The PYP Exhibition as a Summative Assessment

Purpose:

The Exhibition is the culminating experience for the IB Primary Years Program. It requires students to synthesize their prior knowledge and apply it in a self-directed manner. The Exhibition provides an **authentic** summative assessment of the PYP years. The subject of the Exhibition is a student-selected, real-world problem which warrants an extended investigation. It is a celebration which unites students, teachers, and families in an activity that represents the essence of PYP.

The essential elements; Knowledge, Concepts, Attitudes, and Transdisciplinary skills are embedded with the IB Student Profile. This is a great platform where they get to demonstrate all the above in an authentic sense. This Exhibition is undertaken by Grade 6 students in their final years of the PYP. The Exhibition represents a significant event in the life of our school, encapsulating the essence of the PYP and encouraging younger students to look forward to their final year of the program and their future participation in the community at large.

Essential Components:

- incorporates the application of all key questions
- encompassed all transdisciplinary skills
- display of attitudes engaged in action plan application of all PYP themes
- Involves self, peer, teacher, and parent assessment.

Types of Assessments

- Pre-Assessment: This happens before new concepts in order to uncover prior knowledge and experiences.
- Formative Assessments: These are assessments woven into the daily learning process in order to guide the next stages of learning.
- Summative Assessments: Summative assessments occur at the end of a learning cycle in order to give students the opportunity to demonstrate what they have learned.
- External Exam: MAP
- Exhibition: The sixth-grade exhibition is undertaken by students in their final year of the PYP program.

The exhibition represents a significant event in the life of our school, encapsulating the very essence of the PYP and encouraging younger scholars to look forward to their final year. This exhibition includes the application of all key concepts, all transdisciplinary skills, the display of all attitudes in an action plan, and most importantly application of all PYP transdisciplinary themes.

Reporting Assessments:

Parent Teacher Student Conferences (PTSC) - PTSCs are held every term (4 quarterly terms) they are very useful tools to communicate the learning and progress of students to the parents. These meetings are used by teachers and parents to apprise each other about the student's individual strengths and weaknesses and the way forward. Apart from the scheduled PTSC parents may meet any teacher concerned by seeking an appointment through a phone call or direct message to the HRT/ST via GMIS parent communication portal. The school and the community, especially parents and guardians through the GMIS therefore, have equal co-responsibility in educating the student in totality to achieve better education results. We advocate for student led conferences so students can take initiative in their own learning. This gives the student an opportunity to advocate for his/her own learning and allows him/her to take ownership of his/her strengths and weaknesses in learning and overall experience of his/her education.

GMIS Parent Communication Portal- The school sends an update/announcement to all the parents of the whole school. It informs the parents about the engagements of the day and home assignments if any, for their student specifically. This service enables the parents to know in a nutshell, the learning and events of each day. The Student Progress Reports are also shared with the parent community on the GMIS Parent Communication Portal.

The Student Portfolio – On an ongoing basis, each homeroom and specialist tutor makes and shares a digital portfolio of the student's photographs/videos showing his/her journey of learning during various units of inquiry and single subject areas. It is also a way of reporting IB student profiles and attitudes to the parents.

PYP Exhibition - In the final year of PYP, Grade 6 students will put up an exhibition where every student demonstrates engagement with essential elements- knowledge, concept, skill, attitudes, and action. Students are involved in collaborative transdisciplinary inquiry that involves identifying, investigating, and offering solutions to real-life issues or problems.

The PYP exhibition at GMIS reflects the following purposes:

For Students:

1. To explore diverse perspectives
2. To engage in deep and collaborative inquiry
3. To synthesize and apply previous learning
4. To reflect on the learning process in the PYP
5. To take a stance on an issue or concern of global significance
6. To put the Student Profile and Attitudes into action
7. To empower communication and presentation skills

For Teachers/Mentors:

1. To provide students with the opportunity to demonstrate independence
2. To offer an authentic process for assessing student understanding
3. To connect students, teachers, and other members of the school community in a shared effort under the five essential elements
4. To celebrate the transition of students from primary to middle years
5. To support and guide each student and group toward success
6. To communicate the vision of the exhibition to all stakeholders

School Events - Throughout the school year, many events like the Science Exhibition, Art Exhibition, Sports Day, Year End Concert, and other events demonstrate the students' journey of PYP and also depict the knowledge that they have acquired in all transdisciplinary themes.

Governance Meeting:

The governing body is responsible for the quality of education at GMIS. We distinguish between the basic quality (statutory criteria) and the governing bodies and the school's own ambitions (i.e. the quality aspects that they themselves have defined). We ensure that the basic quality is in order. In addition, we encourage governing bodies and schools to pursue their ambitions and achieve improvements above and beyond the level of basic quality.

It is our intention that the governing body members and GMIS not only acknowledge the veracity of our judgments and assessments but also implement their feedback for further development.

Absenteeism:

To handle absenteeism at GMIS during the Assessment time, the Administration Department in collaboration with the School Director and HRT/ST. We give parents/students an option to Reschedule the examination if it is a Summative Assessment.

Timelines and Deadlines:

To bring the above formative, summative, and internal assessment into practice, a detailed and workable timeline is prepared for every curriculum (grade-wise). Teachers and students strictly abide by their internal calendar for timely submission and accomplishment of assessments.

Reporting to Parents – Term Assessment Timeline (Dates from the Academic Year 2023-2024)

TERM ASSESSMENTS (Pre-School Section)	
2023	
TERM 1	21 August -15 September (NWEA Maps Testing)
	25-29 September (Specialist Subjects)
TERM 2	2-6 October (Homeroom Tutor Subjects)
	27 November – 11 December (Semester 1 Assessment)
2024	
TERM 3	22 January – 16 February (NWEA Maps Testing)
	27 February – 1 March (Specialist Subjects)
	4 – 8 March (Homeroom Tutor Subjects)
TERM 4	21 May – 3 June (Semester 2 Assessment)

TERM ASSESSMENTS (Primary Section)	
2023	
TERM 1	21 August - 15 September (NWEA Maps Testing)
	25-29 September (Specialist Subjects)
	2-6 October (Homeroom Tutor Subjects)
TERM 2	27 November – 11 December (Semester 1 Assessment)
2024	
TERM 3	22 January – 16 February (NWEA Maps Testing)
	27 February – 1 March (Specialist Subjects)
	4 – 8 March (Homeroom Tutor Subjects)
TERM 4	21 May – 3 June (Semester 2 Assessment)

Ongoing :

- Parents may request an appointment to discuss their child's progress via the GMIS-MANAGEBAC Application. Also, the teachers may request an appointment with parents when the need arises.
- Support Meetings for students with special needs

Visibility:

The Assessment Policy of the School is a very important document for all the stakeholders. It is visible physically, on the School website and is also known to the school fraternity via emails and GMIS Parent Communication Portal.

Futuristic Vision:

An ever-evolving system of Assessments at GMIS has a futuristic approach and is open to incorporating changes as per the requirement and demands of the time. We are looking at the assessment systems becoming more action-oriented and innovative so that the teaching and learning becomes more exploratory and reflective, and at the same time the students become international-minded and lifelong students.

In the future, GMIS wants to form a Data Team:

The Data Team will examine Common Formative Assessments (CFAs) to collaboratively develop strategies that focus on teaching and learning. The data team will work in collaboration with Academic Team to improve student achievement and accountability. To achieve this, the data team will link assessment, data lesson planning, differentiation, research-based strategies, and intervention options, with effective instruction, monitoring learning, curriculum, programs, and professional development.

The general data team will practice a five-step process. The steps are listed in order below.

1. Collect and chart data- this data is generated from the pre-assessment. This data includes; the total number of students, students who are proficient or higher, students who are below proficient, and the percentage of students who are proficient or higher.
2. Analyse strengths and areas of need- using actual student work samples teachers examine work and gauge what students were able to do, as well as what is missing. Skills that are present, become strengths, and those that have not become areas of need or challenges. These translate into priorities and become the focus of the data cycle.
3. Establish goals: set, review, revise- An exact goal statement is used to ensure the inclusion of all parts of the information needed. This is referred to as a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal.
4. Select instructional strategies – (what will you do to address the areas of need/challenges and learning obstacles?) – the following will be the considerations when deciding on strategies; What concepts are the focus of the specific time period (unit, quarter, month, etc.)? What are student intervention needs? What strategies will you implement that will have the greatest impact on student achievement? Which techniques will you select to focus on?
5. Determine results indicators- teachers predict outcomes based on the expected increase in skills. “When we implement the strategies/techniques identified in step 4, then we expect the following in terms of what students will demonstrate.”

Note: The Progress Monitoring will happen at the midway point of the data cycle. A formative assessment will be given and shared out – goals will be adjusted at this point if needed. At the end of the data cycle, the final results will be shared and analyzed. The SMART goals will be revisited and calculated. Students who are still in need of intervention will continue with extra help and are monitored frequently for progress.

This Data will be used to assign grades, determine urgent and immediate intervention for students, and form groups for instruction.

Assessment Policy Revision for Academic Year 2023-2024:

This Assessment policy was drawn up in 2017 with the collaborative effort of the GMIS Community (1Preschool HRT,1 Primary School HRT,1 Specialist Teacher, Admissions Office, Parent Volunteer (Preschool and Primary School), Governor Body Member, Information Technology Teacher, Pedagogy Leadership Team and Principal/IBPYP Coordinator). Initially, we reviewed the Assessment Policy biannually and then once a year. The second revision was done in 2019. This document was revised by all the HRTs/Specialist Teachers/2 staff from the Admissions department, the Head of the School, and Parent Volunteers (Preschool and Primary School) of GMIS on 28th June 2019. The third revision was done in 2022. This document was revised by 2 HRTs '(primary and preschool)/ 2 Specialist Teachers/1 staff from the Admissions department, the Head of the School, and Parent Volunteers (Preschool and Primary School) of GMIS on 25 November 2022. The Fourth revision was done in 2023. This document was revised by 2 HRTs '(primary and preschool)/ 2 Specialist Teachers/1 staff from the Admissions department, Head of the School and Parent Volunteers (Preschool and Primary School) of GMIS on 10th November 2023 .