

ASSESSMENT POLICY

VISION

Our vision is to be a globally renowned academia fostering excellence in future – ready robust pedagogy and profound learning environment to disseminate values of academics freedom and the spirit of collaboration and innovation. To develop an ethos of entrepreneurship and build ethical future enterprise leaders who add value to society, spearhead in nation building.

MISSION

Our mission is to impart quality value based education of international standard and focus on holistic development of the students imbibing skills for solving real life problems. Along with our clean and green campus – our infrastructure offers homey stay, hygienic food. It's our priority to engage all our staff from ground level to top management as a family to ensure that all students make a smooth transition to our institution and do not feel alone.

OBJECTIVES

1. **Promotion of value education and community service** : to impart values such as resilience, determination, confidence, and creative & critical thinking, to develop good social skills and the ability to form good relationships, to promote participation in community life and fulfilment of civic and social responsibility.
2. **Instilling cultural, linguistic diversity and heritage** : to instil the importance of inclusion within society of different groups and persons with different personal characteristics, the diversity of society, cultural knowledge, various languages, India's cultural values, history and its rich heritage, yoga, Ayurveda and holistic living, to implant cross cultural dexterity.
3. **Cognitive Acceleration Program** : To encourage schema (class preparedness), cognitive conflicts (make the children face challenges and to solve problems in collaboration), social learning, meta cognition (knowing about knowing), bridging (transferability of knowledge), teacher mediation to master learning.
4. **Internationalism and Entrepreneurship**: To promote global citizenship, globalization and sustainable future, physical & psychological health, inter personal skills to enhance employability skills.
5. **Nurturing Leaders**: To instil leadership qualities, to foster the physical, intellectual, technological, social, emotional, and artistic development of the students, develop self-discipline and personal responsibility, to promote creativity, effective communication, and critical thinking skills, to have a strong student leadership program with active involvement of students of all age groups.
6. **Multi literacy**: To develop the ability to interpret, identify, create and communicate meaning across a variety of visual, oral, musical and alphabetical forms of communication.

7. **Curriculum and learning atmosphere :** To build a curriculum leading to experiential learning and to have multiple curricula, to provide clear learning outcome, detailed instructions and assessment for all courses to ensure course mastery, student success, to offer a dynamic, interactive educational environment that engages students in the learning process, to promote inter-disciplinary learning, to review and update curriculum, instruction, and assessment in a regular cycle.
8. **Assessment practices:** To support every child's individual strength, Self-assessment, Peer assessment, learning how to give feedback.
9. **Teach less and learn more strategy:** To reduce lecturing from podium, to increase quality of education not quantity.
10. **Technology and digitalization:** To use technology to create effective modes and means of instruction and expand access to learning, to educate the students in futuristic technologies, to have robust digital infrastructure.
11. **Safe campus:** To be a residential school of international standard providing safety and security, in a healthy and hygienic atmosphere.
12. **Community partnership:** Cultivating the educational partnership among home, school, and community, nurturing a culture of collaboration, collegiality, and mutual respect
13. **Professional Development:** Implementing professional development for the staff that is essential for effective instruction and improved student learning.

14. CORE VALUES (SPIRIT OF PSSEMRS)

1. Metacognition –

- a) Knowing about knowing
- b) Learn until perfection is achieved.

2. Growth mindset

- a) Understand that we are continually learning
- b) Helping each other learn and succeed
- c) Healthy competition.

3. Pursuit of excellence

- a) Resilience in every action
- b) Greatest involvement to pioneer

- c) Act with responsibility and compassion

4. Uncompromising integrity

- a) Act with fairness
- b) Maintain transparency
- c) Unyielding integrity

ASSESSMENT POLICY

Purpose / Aims of Assessment

- The aim of assessment is to enhance student learning.
- Assessments shall be criterion - related performance assessment.
- Assessment focuses on all areas of learning - Academics, co-curricular and extra-curricular.
- Assessments shall be linked to the teacher and school system performance and instructional improvement.
- Assessments shall be communicated to all the stake holders of the school (students, parents, teachers, Board)
- Assessments produce feedback for students, teachers, parents and senior management.
- Assessment should support the circular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- Assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- Assessment must pay appropriate attention to the higher order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments / components that ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgement of experienced senior examiners, supported by statistical information.

Throughout the curriculum and instructional process assessment should:

- Account for a variety of learning styles.
- Be differentiated to account for the diverse backgrounds of learners.
- Be criteria referenced, using published, agreed, learning objectives set down by different boards
- Be both formative and summative.
- Be ongoing and reflective.

Types of Assessment

Diagnostic/pre-assessment - Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do. This is a way to reflect on the prior learning and see what the base is to build the new unit/lesson on, what the gaps are, identify the challenging areas and be able to re-plan/fill in the gaps. It helps to collect data to make the teaching more student tailored and more effective.

Formative assessment - Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

Summative Assessment- Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit. Summative assessments are used to determine a grade/mark for a student.

Formative and summative assessments

Formative assessment strategies

English

1.	Communicative competence (Using four skills (LSRW); interpreting genres of Literature, dramatization and transformation to other Genres.
2.	Response and appreciation (appreciating various pieces of writing; think, access and process information in the spoken and written form)
3.	Oral presentations
4.	Group activities
5.	Systematic analysis (critical thinking; comparing and contrasting texts; compiling, collating, adapting, reproducing; applying knowledge and cultural elements: free response)

2nd Language

1.	Group activity — Oral (Role Play, dialogue, skit, relay instructions)
2.	Concept Test — (Quiz, Vocabulary, Puzzles, Problem Solving)
3.	Imbibe knowledge through creativity — (poster / Chart making, Invitation card, notices, announcements, bulletin designing)
4.	Application techniques (make sentences, translate)
5.	Listening / reading comprehension (match, fill in, choose, synonyms)

Mathematics

1.	Diagnostic assessments
2.	Oral assessments
3.	Exploration tasks
4.	Investigative tasks
5.	Modelling / Hands on activity tasks

Sciences

1.	Activities [Quiz, puzzles, Labwork, Group discussion, Role-Play]
2.	Presentations [Oral, multimedia]
3.	Assignments [Project, portfolio, lab reports, research work]
4.	Activity sheets, poster making, think-pair-share
5.	Exit tasks [Concept maps, topic summary, quick review, minute report]

Computer Science

1.	Problem based learning
2.	Use of IT skills
3.	Classroom activities
4.	Oral Assessment
5.	Social and ethical issue in IT

Accounts

1.	Presentations
2.	Oral Assessments
3.	Activities (Individual & Group)
4.	Analysis tasks
5.	Interpretation tasks

Commerce / Commercial Studies

1.	Group Discussion
2.	Oral Assessment (Debate, Quiz, etc.)
3.	Presentation
4.	Classroom activity
5.	Exploration / Investigative tasks

Economics

1.	Oral Assessments
2.	Short Seminars
3.	Data Research tasks
4.	Group Discussions
5.	Presentations

Business Studies

1.	Short Case Studies
2.	Oral Assessments
3.	Oral Presentations
4.	Group Activities
5.	Simulation Exercises

Summative Assessment

Summative Assessments Strategies

- Unit tests
- Written examinations
- Projects / Assignments
- Holiday Homework
- Internal Assessment
- Internship

Scholastic Assessment Types

- Projects
- Quiz
- Research Work
- Oral Question
- Assignments
- Conversation skills

Summative Assessment Types

- Objectives (MCQs, Case Study, Assertion & Reasoning)
- Short Answers
- Long Answers

Grading Systems

1) Effort Grade

A) OUTSTANDING EFFORT –

- Consistent effort to give your best.
- Excellent behaviour.

B) GOOD EFFORT –

- Effort and behaviour are mainly good.
- Work is always completed and handed in on time.
- There is room to work towards the effort grade A.

C) SATISFACTORY EFFORT -

- There are times when effort and behaviour could be better.
- Work is always completed and handed in on time but could have been done better.
- There is room to work towards a higher effort grade.

D) INADEQUATE EFFORT -

- Work and behaviour are below the standards we accept. Unless your effort improves you will be given a Grade E at the next assessment.
- You must reach a level C or higher next time.

E) UNSATISFACTORY EFFORT –

- Work and behaviour fall well below the standards we accept. You have not responded to the chance given to you and your parents /guardians will be asked to come to school to meet with us during the Parent Teacher Meet.

Grading CBSE Board

- Assessment of theory/practical papers in external subject will be mentioned in numerical scores. However, in case of internal assessment subjects, only grades shall be shown.

- As per CBSE grading system for class 10, the assessment shall be made on a five point scale, i.e. A, B, C, D and E.
- The qualifying marks in each and every subject will be 33%. However, at Senior School Certificate Examination, in a subject that includes practical work, a candidate must obtain 33% in theory, whereas 33% marks in the practical separately. Additionally, 33% marks in aggregate should be attained in order to qualify in that particular subject.
- Internal assessment comprises of Student Portfolio, Attendance, Formative Assessments, Periodic Test, Assignment etc.
- In order to award the grades, the board will put all the passed students in a rank order as given below:

Grade	Qualification
A-1	Top 1/8 th of the passed candidates
A-2	Next 1/8 th of the passed candidates
B-1	Next 1/8 th of the passed candidates
B-2	Next 1/8 th of the passed candidates
C-1	Next 1/8 th of the passed candidates
C-2	Next 1/8 th of the passed candidates
D-1	Next 1/8 th of the passed candidates
D-2	Next 1/8 th of the passed candidates
E	Candidates who did not qualify

Marks Range	Grade	Grade Point
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	C
00-20	E2	C

Cambridge Examinations

Cambridge - International General Certificate of Education (IGCSE)

Grade

IGCSE grades A*(a*), A(a), B(b), C(c), D(d), E(e), F(f) or G(g) indicate the standard reached, grade A*(a*) being the highest and grade G(g) the lowest. Performance below the standard of grade G(g) are not reported on certificates.

Percentage equivalence

In order to assist students studying in Indian Universities, in addition to the Grade the percentage achieved in the particular subject is provided by Cambridge. The process of grading for IGCSE involves deciding the minimum mark necessary for each grade. Cambridge does not have predetermined thresholds (or quotas of candidates). After each examination session Cambridge decides the minimum marks for each threshold (grade boundaries) for each individual component. They carry out this process in order to ensure that the demands on the candidates are the same for every subject and every examination session.

PREDICTED GRADES

The predicted grade is the teachers' prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge. It is important that each prediction is made as accurately as possible, without under predicting or over-predicting the grade.

IGCSE

In accordance with the IGCSE, the final grade awarded to a candidate in each subject is on a scale of A* to U, with grade A* being the highest grade.

Cambridge International General Certificate of Education (IGCSE – Grade V - VIII)

Grade Descriptors

A* 90 and above

A 80 – 89

B 70 – 79

C 60 – 69

D 50 – 59

E 45 – 49

U Ungraded $d \leq 44$

Cambridge Checkpoint feedback reports

The diagnostic reports generated by Cambridge Checkpoint enable us to:

- Tailor individual learners' learning programmes
- Provide information for reporting to parents
- Compare the performance of all learners taking tests in that session
- Manage learning programmes as learners move between schools
- The test feedback measures a learners performance against a number of variables including how a learner performed in relation to:
 - a. The curriculum framework
 - b. Their teaching group
 - c. A whole school cohort
 - d. Previous years' learners

The report on a candidate gives:

- A Cambridge Checkpoint score for the whole subject
- A Cambridge Checkpoint score for each main topic/skill
- A list of the questions (and the sub-topics/skills) where the candidate's performance was particularly strong or particularly weak
- An attractively presented statement of achievement

The report on a teaching group gives:

- An average Cambridge Checkpoint score for the whole subject
- An average Cambridge Checkpoint score for each main topic/skill
- A list of sub-topics/skills with comments on the performance of the group
- The Cambridge Checkpoint scores of each candidate on the subject and on each main topic/skill
- The marks scored by each candidate on each question

The report on a school gives:

- An average Cambridge Checkpoint score for the whole subject
- An average Cambridge Checkpoint score for each main topic/skill
- A list of sub-topics/skills with comments on the performance of the learners

REPORTING

The school will report student progress to parents and guardians on a timely basis after every examination of the school year. A comprehensive plan for school/home communications is essential if clear understandings are to take place. Therefore, a plan with combinations of written and oral communications has been devised in order to ensure that clear and concise information is transferred. Teachers will also use a variety of methods to be sure that parents know the progress of each student.

- **Parent/Teacher Meet:** Parents meet the teachers along with their wards Four times a year during the term.
- **Report Cards:** They will be issued at the end of each examination.
- **Report cards** reflect the formative assessment and summative assessments. The grades/ marks of the students in academic subjects, co-curricular activities will be entered on occurrence in relevant software. The security/correctness of these marks grades can only be altered by the Learning Support Department. The progress report can be viewed by parents /guardians online.
- **Counsellor's Reports:** This will be issued on demand.
- **Aptitude Reports:** This will be issued by the career counsellor on demand.
- There is an Examination – Result Review meeting held after every Examination to assess, analyze, compare and suggest strategies to improve the results.
- Pupils Performance Analysis/Examination reports has been uploaded in the ERP to enable the students to peruse and improve their results.
- The results of the board exams are analyzed and a department meeting are conducted to form strategies to improve student learning.

This policy should be read in conjunction with Academic Integrity and Honesty Policy, Teaching and Learning Policy, Inclusive and Special Education Needs Policy, Discipline Policy etc.

Exam conduction SOP

1. Planning of Exams and Tests in the Event Calendar
2. Announcement of Exam/Test Time table
3. Declaration of exam/test syllabus
4. Blue print
5. Preparation of question paper
6. Preparation of scheme of evaluation, answer keys and solution.
7. Printing of question papers after proof reading
8. Test/Exam conduction
 - Allotment of Exam/Test Register number
 - Seating/Room allotment
 - Seating arrangement display
 - Invigilator allotment
 - Invigilator diary
 - Distribution of Question Paper and Answer scripts
 - Absentee record
 - Bell schedule

- Collection of Answer scripts
 - Malpractice records
8. Evaluation procedures
- Distribution of Answer scripts
 - Evaluation as per scheme
 - Record of marks (Marks records- Subject wise, Class wise)
 - Scrutinizing
 - ERP entry
 - Result declaration
 - Depositing answers scripts to the Examination Department – Student File
 - Printing of Marks Cards

Types of Exam & Weightage

Sl. No	Type of Exam (Periodic/Term)	Weightage
1	Written Exam	40%
2	Oral Exam (Only Objectives -like MCQ, Fill in the Blanks, Assertion and Reasoning, Creative Thinking etc.	25%
3	Project	15%
4	Internship	10%
5	Attendance & other Aspects	10%
	Total	100%

Other Aspects

1. Attendance
2. Behaviour with Peers
3. Behaviour with Staff
4. Cultural Activities
5. Maintenance of Records
6. Social Initiatives
7. Sports Activities
8. Literary Activities

Promotion Policy	
1	85% School Attendance
2	85% attendance of all weekly test
3	100% attendance in all periodic tests/exams
4	compulsory attendance in term exams
5	35% overall weightage
Note:	
1	No Ranks
2	Progress card shall be holistic & compare a child's performance with itself
3	Grade book to specify strength weakness & remedies.
4	In case the child is not in a position to attend the exam under circumstances like - hospitalization/sudden death in the family/national sports and competitions etc. the school shall allow a compartment exam in various formats solely in the discretion of the school.

Summative assessment as per school calendar

1. Four periodic tests
2. Weekly tests (CBSE/Cambridge/PUC)
3. Mid-term /Term-I examinations
4. Preparatory Examinations
5. Annual/Term-II examinations
6. CBSE Board Examination
7. Check Point Examination
8. IGCSE Examinations
9. Grand Tests (NEET/JEE Mains/Advance/CET/KVPY/CPT)
10. PUC Theory Tests
11. PUC Practical Tests
12. Olympiad/NTSE and other Competitive Examinations
13. CDF Test for PUC

Chapter wise assessment objectives (Blue print for basic and standard, Term-I and Term-II)

Chapter wise Assessment Objectives																														
Sl. No	Chapter Name	Weightage of the chapter	Standard															Basics												
			AO - 1 (Specify %)					AO - 2 (Specify %)					AO - 3 (Specify %)					Weightage of the chapter	AO - 1 (Specify %)				AO - 2 (Specify %)				AO - 3 (Specify %)			
			1m	2m	3m	4m	5m	1m	2m	3m	4m	5m	1m	2m	3m	4m	5m		1m	2m	3m	4m	5m	1m	2m	3m	4m	5m		
I - Semester																														
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														
II - Semester																														
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														

Scheme of Evaluation per Assessment Objective				
Examples under AO1 (1 Mark, 2 Marks, 3 Marks, 4 Marks, 5 Marks)				
Sl. No	Question & Answer (Step wise marks distribution)	Marks	Learning Objective	Assessment Objective
1				
2				
3				
4				
5				
Examples under AO2 (1 Mark, 2 Marks, 3 Marks, 4 Marks, 5 Marks)				
Sl. No	Question & Answer (Step wise marks distribution)	Marks	Learning Objective	Assessment Objective
1				
2				
3				
4				
5				

School Name : Smt. Parvathamma Shamanur Shivashankarappa English Medium Residential School

Title of the Exam (Periodic/Term Exam)

Maximum Marks

Date

Exam Instruction

Duration

Question Number	Question	Marks	LO	AO
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Suspected candidate malpractice report

Centre number

Centre name

Subject

Date and time of incident (DD/MM/YY HH:MM)

Date and time of exam (if relevant) (DD/MM/YY HH:MM)

Candidate ERP / ID number	Candidate name

Were the *Candidate Warning* and *Notice to Candidate* posters displayed inside and outside the exam room?

Yes

No

Were the *exam instructions to the candidates* briefed at the start and end of the exam?

Yes

No

The Examination Officer must tell any individual accused of malpractice, preferably in writing, about the suspected malpractice and possible consequences as soon as possible. Any individual accused of malpractice must also:

- be made aware of the nature of the suspected malpractice
- be given the opportunity to submit a written statement
- be informed about our appeals procedure.

Tick this box to confirm that you have told any individuals accused of malpractice about the above information

Details of your investigation

Names of invigilator(s)/teachers and/or other witnesses	Role at the exam hall

Details of candidate malpractice including how it was discovered, when, and who by.

List the evidence you are submitting with this form. This might include statements from the Head of Centre, teachers/invigilators, or candidates, and other evidence

The Exam Officer must sign to confirm they have completed and understood this form and they have checked to make sure it is accurate.

Signed (Exam Officer)

Date (DD/MM/YY)

Name

Written Appeal of the Student, If any

The Decision of the principal after due hearing of all parties involved.

Signature of the Principal

Signature of the Dean

Notification of suspected centre staff malpractice

Centre number	<input type="text"/>	Centre name	<input type="text"/>
Subject	<input type="text"/>		
Date and time of incident (DD/MM/YY HH:MM)	<input type="text"/>		<input type="text"/>
Date and time incident reported to Head of Centre (DD/MM/YY HH:MM)			<input type="text"/>

Name of centre staff involved	Role at the Exam Hall

Tell us about the suspected malpractice including how it was discovered, when, and who by.

Signed (Exam Officer)

Date

Name

Written Appeal of the Staff, If any

The Decision of the principal after due hearing of all parties involved.

Signature of the Principal

Signature of the Dean

This policy will be reviewed as per the review policy.