



GD Goenka Global School

Assessment Policy

Philosophy of Assessment

At GD Goenka Global School (GDGGS), assessment is central to teaching and learning and reflects the philosophy of the International Baccalaureate. Assessment is viewed as an ongoing, integral, and purposeful process that informs instruction, supports student learning, and promotes reflection and growth.

Assessment at GDGGS:

- Supports learning (**assessment for learning**)
- Measures learning (**assessment of learning**)
- Develops independent learners (**assessment as learning**)

Assessment is:

- **Authentic and meaningful**, connected to real-life contexts
- **Student-centered**, promoting agency and ownership
- **Holistic**, addressing knowledge, conceptual understanding, skills, and action
- **Collaborative**, involving students, teachers, and parents
- **Inclusive and equitable**, meeting diverse learning needs

Assessment practices guide students in becoming reflective, self-regulated learners who can take meaningful action in their learning and lives.

Alignment with School Vision, Mission and IB Philosophy

Assessment practices at GDGGS align with:

- The school's commitment to developing confident, independent, and lifelong learners
- The IB mission to develop inquiring, knowledgeable, and caring young people

Assessment enables students to:

- Understand their strengths and areas for growth
 - Engage in reflection and goal-setting
 - Develop international-mindedness and responsibility
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Principles of Effective Assessment

Assessment at GDGGS is guided by the following principles:

- **Authenticity:** Tasks are relevant and connected to real-world contexts
 - **Clarity:** Learning goals and success criteria are explicit and understood
 - **Variety:** Multiple methods are used to capture diverse learning styles
 - **Developmental:** Focus on individual progress over time
 - **Collaboration:** Active involvement of students and teachers
 - **Feedback-focused:** Timely and constructive feedback supports next steps
 - **Inclusivity:** Differentiated to ensure access for all learners
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Types of Assessment

Pre-Assessment

Pre-assessment identifies students' prior knowledge, understanding, and skills. It informs planning and differentiation.

Formative Assessment (Assessment for and as Learning)

Formative assessment is continuous and embedded within daily instruction. Assessment *for* learning is interwoven with the daily learning and helps teachers and students to find out what the students already know, so that the next stage in learning can be planned.

The student's learning is assessed in a wide variety of ways, focusing on the learning process as well as on performance. These include: goal-directed projects and performances, written check up tests, quizzes, student interviews, teacher observations, checklists and student portfolios. The teacher provides parents with more specific information regarding learning expectations and assessment at the student's grade-level.

Formative Assessment :

- Provides ongoing feedback
- Informs teaching practices
- Supports student reflection and self-assessment

Strategies include observations, discussions, reflections, peer assessment, and learning engagements.

Summative Assessment (Assessment of Learning)

Summative assessment occurs at the end of a unit of inquiry. Summative assessment is the culmination of the teaching and learning process. It provides students with an opportunity to show what they have learned. It also shows how effectively students understand knowledge, key concepts, skills and attitudes and thus reaching to authentic action.

It:

- Allows students to demonstrate understanding
- Assesses knowledge, concepts, ATL skills, and action
- Encourages student choice in demonstrating learning

Student Agency in Assessment

Students are active participants in the assessment process at GDGGS. They:

- Co-construct success criteria where appropriate
- Engage in self and peer assessment
- Reflect on their learning
- Set goals for improvement

Student agency fosters ownership, independence, and metacognitive development.

Assessment Tools and Strategies

Tools

GDGGS uses a range of tools to collect evidence of learning:

- **Rubrics:** These are an established set of criteria for rating student work. The descriptors specify what characteristics assessors are looking for in student work and then rate that work on the predetermined scale/criteria. Rubrics can be developed by students as well as teachers.
- **Exemplars:** samples of students' work that serve as a concrete standard against which other samples are judged.
- **Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.
- **Anecdotal records:** brief, written notes based on observations of students.
- **Learning Continuums:** visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.
- **Digital portfolios (Toddle):** Regular feedback to forward reporting of students' teaching and learning engagements.

Strategies

Assessment strategies include:

Observations : Students' are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyze students' actions and interactions, some ways of how to go about it:

- Listen and look (anecdotal records).
- Chart paper with Post-it notes (to record observation made).
- Small group where teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videotaping the students in action.
- Creative writing conferencing.
- Observing performance activities in the gym.
- Checklist: student profile, attitudes, skills.

- Observing how children solve problems (skills, manipulative, asking a friend, drawing pictures). Observing children's social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).

Portfolio.

- Teacher led conference.

Performance-based tasks : These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations. British International Academy Assessment Policy 2018 - 2019 9
- Role playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (Power Point; Prezi; Note Book; etc.).

Open-ended tasks : These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram or a solution.

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or other artwork.
- Depicting environmental issues through the creation of posters, 3D models.

Examples of students' work in digital format (Power Point; Prezi; Note Book, etc.).

- Journal.
- Writing an original end or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video.

Process-focused assessments : ATL skills are explicitly taught and emphasized. Student reflections and teacher observations are documented. Term reports, formatives and summatives records will show the development and demonstration of the targeted ATL skills, over time, for both spontaneous and planned activities.

Selected response assessments (used purposefully) : These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Reading comprehension.

Spelling tests.

Grammar tests (grammar rules, verbs).

Solo performances, oral presentations.

Math: basic facts, operational techniques (+, -, x, ÷).

Situating events on a timeline

Putting events in the right order.

Categorizing elements.

Learners' reflections: Students are asked to reflect on what they have learned at the end of a lesson/unit

These approaches ensure a balanced and comprehensive understanding of student learning.

Assessment of Approaches to Learning (ATL)

Approaches to Learning (ATL) skills are explicitly taught and assessed. These include:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

Assessment of ATL focuses on:

- Development over time
- Student reflection
- Teacher observations

Descriptive feedback and learning continuums are used to support growth rather than reliance solely on numerical or grade-based systems.

Teachers report on the ATL skills that are of greatest relevance to the unit/s of study in that term. The table below shows a brief descriptor of each of the ATL grades that are possibly awarded.

Value	Abbreviation	Description
Exemplary	EXMP	The learner has substantial knowledge and a deep understanding of the content. The learner has also achieved a proficient level of competence in the processes and skills. In addition, the learner is able to transfer these independently to new situations.
Excelling	EXCL	The learner has adequate knowledge and a clear understanding of the content. The learner has also achieved a sufficient level of competence in the processes and skills. In addition, the learner is able to transfer these to similar situations.
Exhibiting	EXB	The learner has basic knowledge and understanding of the content and can, with close guidance, apply this knowledge and understanding. The learner's level of competence in processes and skills is developing.
Emerging	EMR	The learner has limited knowledge and understanding of the content and needs constant support and assistance to apply this knowledge and understanding. The learner's level of competence in process and skills is not meeting expectations.

Not Assessed	NA	This rating is applied to cases where special circumstances, for certain students, are present, preventing the learning outcome from being assessed.
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IB Learner Profile: The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use formal and informal observations to give feedback to students, or it can be done by students as self- assessment. The students should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age group and language abilities.

- The Learner Profile at GDDGS School delineates essential characteristics required for learners to attain competency and international-mindedness. The school actively cultivates these attributes across diverse contexts such as collaborative planning, written curriculum, teaching, learning, and assessments.
 - Assessment of these characteristics primarily occurs across all subjects and facets of the curriculum through mechanisms like self-reflection and goal-setting. Students are encouraged to become cognizant of their development in these attributes and to demonstrate their growth accordingly.
 - Student self-reflection on the Learner Profile is documented in various formats including portfolios, assessments, classroom displays, hallway exhibits, and other student materials.
 - Each unit of inquiry or unit plan explicitly identifies Learner Profile attributes that are fostered and enhanced through student engagements.
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Inclusion and Differentiation

Assessment at GDGGS is inclusive and responsive to individual needs. Differentiation is implemented through:

- Content
- Process
- Product

Support structures include:

- Individual Support Plans (ISPs) for learning needs in all the subjects, emotional and social needs are identified with review timelines and analysis.
- English as an Additional Language (EAL) support :WIDA assessment tool is used to assess students benchmark.
- Flexible assessment practices and accommodations

Assessment ensures equitable access and opportunities for all learners to succeed.

Recording of Assessment Data

Assessment data is systematically recorded to:

- Monitor student progress over time
- Inform teaching and learning
- Support reflection and reporting

Teachers use a range of documentation methods, including anecdotal records, checklists, and digital platforms.

Reporting Student Learning

Reporting at GDGGS is ongoing, transparent, and meaningful. It provides clear information about student progress and achievement.

10.1 Reporting Methods

Three-way conferences (students, parents, teachers) : Parents are invited to meet with their child's teachers to discuss academic progress and social emotional development of the student in the school year. There is also opportunity to meet with the Single Subject teachers. Conferences are 25 minutes with the Home Room teachers and an open forum to meet with the Single Subject Teachers. Teachers, students and parents help in goal setting for the student. Strategies forward, as well as address ways in which parents can support their child at home. Parents are provided with a summary sheet to be taken away.

Student-led conferences : During Student Led Conferences, students lead their parents through an hour long conference, using their portfolios as a tool to talk about their learning. Students share their successes and their challenges, and guide their parents through some typical learning experiences in different curriculum areas. Students and their parents also visit the Single Subject areas to share learning in these curriculum areas. Student Led Conferences aim to help students become confident and reflective learners. Teachers play an active role during the preparation for these conferences, but do not conference with parents on this day, to ensure ownership stays with the students.

Parent-teacher meetings: Term 1 and 2 written reports (Toddle platform) : Written Report Formal written reports are published on Toddle. Students include a semester self-reflection in their e Portfolios as well. For academic areas teachers include an achievement level relating to grade level expectations, as well as a written comment outlining progress, challenges and next steps (see Reporting Guidelines).

Portfolios: Ongoing portfolio sharing : Toddle is used for Nursery - Grade 5. These portfolios include work samples from across the curriculum, some of which will include comments from the teachers about the learning and achievements being demonstrated. They will also contain pieces chosen by the students, and in these cases they will be commenting on why they have selected those pieces. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three- way communication between parents, students and teachers. Each student has her own Portfolio and often they will be shared with their parents at the Student- led conference. Additionally, the student's portfolio is shared regularly every Friday to share students learning journey with the parents.

- Document student learning over time
- Include student reflections and teacher feedback
- Support communication between school and home

Portfolios empower students to take ownership of their learning journey.

The PYP Exhibition

In Grade 5, students participate in the PYP Exhibition, a culminating project of the programme.

The exhibition:

- Demonstrates understanding of knowledge, concepts, ATL skills, and action
- Engages students in collaborative, transdisciplinary inquiry
- Encourages investigation of real-world issues

Assessment includes:

- Process documentation
- Collaboration and participation
- Reflection
- Final presentation

Roles and Responsibilities

Teachers

- Design and implement effective assessments
- Provide feedback to support learning
- Use assessment data to inform instruction

Students

- Engage actively in assessment processes
- Reflect on learning and set goals
- Take ownership of progress

Parents

- Engage with assessment information
- Support student learning at home

School Leadership

- Monitor assessment practices
- Ensure alignment with IB standards
- Use data to inform school improvement

Policy Review

This policy is:

- Reviewed every **years** or as required
- Aligned with updates from the International Baccalaureate
- Developed collaboratively by faculty and leadership
- Communicated to all stakeholders

This policy is reviewed regularly to ensure its effectiveness and relevance. Feedback from students, staff, and parents is considered.

- **Most Recent Review Date:** April 2026

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- **Next Scheduled Review:** April 2027

Conclusion

Assessment at GD Goenka Global School reflects a commitment to excellence, inclusion, and continuous improvement. Through alignment with the International Baccalaureate PYP (2020), assessment practices support the development of knowledgeable, reflective, and responsible learners prepared to contribute meaningfully to a global society

