



GOOD SHEPHERD INTERNATIONAL SCHOOL

ASSESSMENT POLICY



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International School





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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GOOD SHEPHERD INTERNATIONAL SCHOOL ASSESSMENT POLICY

❖ PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

Good Shepherd International School embraces / recognizes assessment to test the achievement of students, to assess the effectiveness of the teaching — learning process and to maintain standards. Moreover, they are utilized for providing a criterion for certification and placement, besides providing remedial measures.

❖ PURPOSE / AIMS OF ASSESSMENT

1. The aim of assessment is to enhance student learning.
2. Assessments shall be criterion - related performance assessment.
3. Assessment focuses on all areas of learning in GSIS — Academics, co-curricular and extra curricular.
4. Assessments shall be linked to the teacher and school system performance and instructional improvement.
5. Assessments shall be communicated to all the stake holders of the school (students, parents, teachers, Board)
6. Assessments produce feedback for students, teachers, parents and senior management.
7. Diploma Programme assessment should support the circular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
8. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate of a high-stake university entrance qualification.
9. DP 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.

10. DP 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).
11. Assessment for each subject must include a suitable range of tasks and instruments / components that ensure all objectives for the subject are assessed.
12. 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 (especially IB, CIE, etc.)
- * be both formative and summative.
- * be ongoing and reflective.

FORMATIVE AND SUMMATIVE ASSESSMENTS

FORMATIVE ASSESSMENT

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non threatening supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Some of the main features of Formative Assessment are listed below:

- ❖ Is diagnostic and remedial
- ❖ Makes the provision for effective feedback

- ❖ Provides the platform for the active involvement of students in their own learning.
- ❖ Enables teachers to adjust teaching to take account of the results of assessment.
- ❖ Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- ❖ Recognizes the need for students to be able to assess themselves and understand how to improve.
- ❖ Builds on students' prior knowledge and experience in designing what is taught.
- ❖ Incorporates varied learning styles into deciding how and what to teach.
- ❖ Encourages students to understand the criteria that will be used to judge their work.
- ❖ Offers an opportunity to students to improve their work after feedback.
- ❖ Helps students to support their peers, and expect to be supported by them.

Formative assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities

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)
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SECOND 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

PSYCHOLOGY

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

SUMMATIVE ASSESSMENT

Summative assessment is carried out at the end of a course of learning. It measures or 'sums -up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale, set of grades or marks.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time.

Summative Assessment in operation

The school believes in monitoring the academic development of students through assessment tests taken regularly during the course of the year. These assessments occur as monthly tests, terminal examinations, and revision examinations culminating in the promotion examination. The faculty members prepare question papers based on the board pattern to ensure familiarity with the format of the question paper. These question papers are edited by the Head of the Department to ensure it is of a high standard. There is an examination time table supported with prep time in the classrooms for students and an invigilation schedule for teachers. The teachers mark the answers based on the markscheme prepared and show the answer scripts to the students who check where they have made errors. Reports are prepared with comments and dispatched to the parents of students. Students are exhorted to perform better and counselled when needed. Remedial measures in the form of extra classes and tuitions are conducted based on results.

The school offers five trial examinations to the ICSE and ISC Board students and four trial examinations to the IGCSE Board students and IBDP students. Classroom teaching aims at preparing the students for the Board examinations and the format of the questions is practiced. The teachers frame question papers on the board pattern for the classes they teach before the examinations: the question papers are edited for accuracy and content by the respective Heads of Department. The question papers are sent to the academic office and the academic office staff members ensure the question papers are kept confidential by making copies and submitting them to the concerned Coordinators on time. The faculty elected to the

examination committee make arrangements under the guidance of the Coordinator for seating arrangements, timing, and classrooms used.

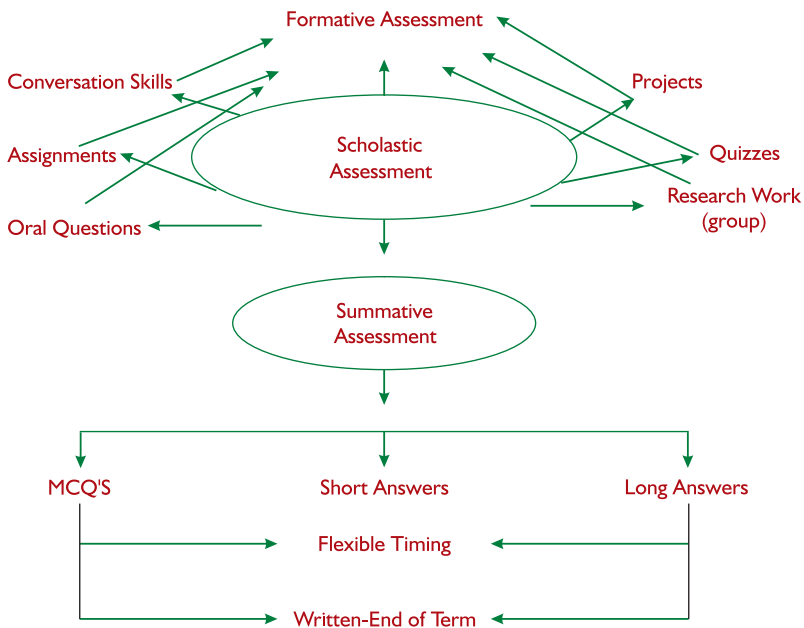
The question papers are circulated among all teachers of the grade level to ensure that all sections of the grade are at par. The examination committee provides each examination room with the question papers, answer scripts, thread and other materials required and collects, checks and delivers the answers scripts. The teachers mark the answer scripts of the students they teach and offer remedial measures and revision; the students approach the teachers to verify the marks they have scored and clarify their doubts and misconceptions on the subject

Students who have missed an examination due to attendance at an interschool competition or programme are given the opportunity to take the examination on their return by attempting a special paper. Those students who are temporarily disabled due to an accident and are unable to write have a teacher who functions as a scribe.

The students have a choice of subjects to study in the stream of their choice in order to further the prospects as best as they can. Further they have a choice to prepare for entrance examinations with the assistance of expert help such as Brilliant Tutorials. The exams are performance oriented and students are awarded marks as well as a corresponding grade in each subject. The marks set for pass is higher than that prescribed by the Board.

SUMMATIVE ASSESSMENTS STRATEGIES

- 1) Unit tests
- 2) Written examinations
- 3) Projects / Assignments
- 4) Holiday Homework
- 5) Internal Assessment



GRADING SYSTEMS

It is the philosophy of the School that students will respond more positively to the opportunity for success than the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for the student.

The Principal, on behalf of the Board of Governors, shall review, a grading system for use throughout the School.

The Board of Governors urges all teachers to conduct student evaluations as objectively as possible. Teachers will further ensure that the grading system is fully explained to students and parents in a timely fashion.

EFFORT GRADE

In order to assess the holistic growth and development, students are graded on a scale between A to E.

What the Effort Grades mean:

A: OUTSTANDING EFFORT - 1) Consistent effort to give your best. 2)

Excellent behaviour.

B: GOOD EFFORT - 1) Effort and behaviour are mainly good. 2) Work is always completed and handed in on time. 3) There is room to work towards the effort grade A.

C: SATISFACTORY EFFORT - 1) There are times when effort and behaviour could be better. 2) Work is always completed and handed in on time but could have been done better. 3) There is room to work towards a higher effort grade.

D: INADEQUATE EFFORT - 1) Work and behaviour are below the standards we accept. Unless your effort improves you will be given a Grade E at the next assessment. 2) You must reach a level C or higher next time.

E: UNSATISFACTORY EFFORT - 1) 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

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATION (CISCE): INDIAN CERTIFICATE OF SECONDARY EDUCATION (ICSE) AND INDIAN SCHOOL CERTIFICATE (ISC)

Issue of Results:

The result sheets show the result in the examination as a whole subject taken, (except Socially Useful Productive Work and Community Service) by grades ranging from 1 to 9, 1 being the highest and 9 the lowest. Very good is indicated by grades 1 and 2. Grades 3, 4 and 5 indicate a pass with credit, 6 and 7 indicate a pass and 8 and above a failure.

The standard reached in Socially Useful Productive Work and Community Service (Internally Assessed) will be shown on the result sheets by grades A, B, C, D or E; A being the highest and E the lowest. A, B, C or D indicate

a pass and E a failure.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

INTERNAL ASSESSMENT

The teacher(s) for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirement for the subject and level. Details of these requirements are available in the relevant subject guide.

The teacher(s) must assess candidates' work using the IB assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available without using fractions, decimal places or estimates.

A candidate must complete all work for internal assessment in the language of registration for the respective subject and level.

CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

The IB diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the "core", which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE). Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

CAS is not assessed but must be completed in order to pass the diploma. The overall maximum points from subject grades and TOK/EE is therefore 45 ($(6 \times 7) + 3$). The minimum threshold for completing the programme is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

- 1) CAS requirements have been met.
- 2) There is no "N" awarded for TOK, EE or for a contributing subject.
- 3) There is no grade E awarded for TOK and/or the EE.

- 4) There is no grade 1 awarded in a subject/level.
- 5) There are no more than two grade 2s awarded (HL or SL).
- 6) There are no more than three grade 3s or below awarded (HL or SL).
- 7) The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 8) The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- 9) The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- 10) A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.
- 11) Further details of how the diploma is awarded are contained in the General regulations: Diploma Programme.

Summary

- Students must study six subjects, plus TOK, EE and CAS. They must accumulate no less than 24 points from assessment in these subjects in addition to grade stipulations.
- They must meet all of the additional requirements listed above.
- They must do so within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

CAMBRIDGE INTERNATIONAL 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 CIE. The process of grading for IGCSE involves deciding the minimum mark necessary for each grade. CIE does not have predetermined thresholds (or quotas of candidates). After each examination session CIE 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.

IBDP

In accordance with the IB, the final grade awarded to a candidate in each subject is on a scale of 7 down to 1, with 7 being the highest grade. For theory of knowledge (TOK) and the extended essay the grades are on a scale of A to E, with A being the highest 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.

ICSE/ISC

The final marks awarded to candidates appearing for the ICSE and ISC exams are from 100 down to 0 in each subject.

CAMBRIDGE INTERNATIONAL GENERAL CERTIFICATE OF EDUCATION (IGCSE – GRADE IV - IX)

GRADE DESCRIPTORS

A* 90 and above

A 80 – 89

B 70 – 79

C 60 – 69

D 50 – 59

E 45 – 49

U Ungraded $d \leq 44$

ASSESSMENTS IN THE VARIOUS SYLLABI OFFERED IN GSIS

INDIAN CERTIFICATE OF SECONDARY EDUCATION (ICSE)

Internal Examination or Internal Assessment

Candidates for the examination are required to have completed satisfactorily, courses in –

- a) A third language from at least Class V to Class VIII (Internal Examination).
- b) Art (Internal Assessment).
- c) Socially Useful Productive Work and Community Service (Internal Assessment).
- d) Physical Education.
- e) Education in Moral and Spiritual Values.

PART II

Subjects for the Examination at the end of Class X

		Percentage (External Examination)	Marks (Internal Assessment)
GROUP I (Compulsory)			
1	English	80%	20%
2	A Second Language	80%	20%
3	History, Civics and Geography	80%	20%
GROUP II			
(Any two of the following subjects)			
4	Mathematics	80%	20%
5	Science (Physics, Chemistry, Biology)	80%	20%
6	Economics	80%	20%
GROUP III			
(Any one of the following subjects)			

7.	Computer Applications / Art	50%	50%
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Internal examination

- (i) (i)The Examination at the end of class IX will be conducted by the school and the promotion of the candidates from class IX to class X will be the responsibility of the Head of the School in accordance with the attendance and pass criteria as laid down by the Council for the Indian School Certificate Examinations.

- (ii) Socially Useful Productive Work and Community Service (Compulsory)

The assessment of the “Socially Useful Productive Work and Community Service” will be made by the school and the result will count towards the award of the certificate. The school will be required to follow the instructions sent by the Council in the matter of keeping records of the work and the assessment of each candidate in “Socially Useful Productive Work and Community Service”.

Internal Assessment:

All subjects have components of internal assessment, that are carried out by schools, on the basis of assignments / project work, practicals and

course work. These marks are added to the component of the external examination set and marked by the Council.

INDIAN SCHOOL CERTIFICATE (ISC)

Part I – External Examination

Compulsory Subjects

1. English
2. Environmental Education

Elective Subjects

1. Psychology
2. Economics
3. Commerce
4. Accounts
5. Business Studies
6. Mathematics
7. Physics
8. Chemistry
9. Biology
10. Computer Science
11. Art

Part II – Internal Examination

- (i) (i)The examination at the end of Class XI will be conducted by the school and the promotion of candidates from Class XI to Class XII will be the responsibility of the Head of the School in accordance with the attendance and pass criteria as laid down by the Council for the Indian School Certificate Examinations.
- (ii) **Socially Useful Productive Work and Community Service (Compulsory)**

The assessment in “Socially Useful Productive Work and Community Service” will be made by the school and the result will count towards the award of the Certificate. The school will be required to follow the instructions sent by the Council in the matter of keeping records

of the work and the assessment of each candidate in “Socially Useful Productive Work and Community Service”.

A. Scheme of Examination

1. The syllabuses in English (Compulsory) and in Indian I Foreign / Classical Languages (Elective) have not been bifurcated. Questions will be set from the entire syllabus for the year XII examination.
2. The result of the Indian School Certificate (Year XII) Examination will be based on the external examination at the end of Class XII and on Socially Useful Productive Work and Community Service, evaluated internally by the school.

3. Choice of Subjects

All candidates for the Pass Certificate must enter and sit for English (Compulsory), with three, four or five elective subjects and must have been evaluated internally by the School and secured a pass grade in Socially Useful Productive Work and Community Service (compulsory).

CAMBRIDGE INTERNATIONAL GENERAL CERTIFICATE OF EDUCATION (IGCSE) (Grade IX & X)

Assessment for Cambridge IGCSE includes written and oral tests, Projects, Portfolios and practical assessment. Schools have the option of assessing learners using only external examinations or, in most subjects, combining examinations with Projects (Design Technology and Global Perspectives) and Portfolios (Art and Design), which are set and marked by the teacher and externally moderated by Cambridge.

Teachers who have received training from Cambridge, or who possess suitable experience of marking coursework may carry out this assessment. In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. Each learner's

performance is benchmarked using eight internationally recognised grades. There are clear guidelines which explain the standard of achievement for different grades.

SUBJECTS OFFERED IN IGCSE

GROUP I		GROUP II
GROUP I		GROUP II
First Language English		First Language English
French / Thai / Hindi / Spanish		French / Thai / Hindi / Spanish
English Literature		English Literature
Cambridge International Mathematics / Mathematics (any one)	OR	Cambridge International Mathematics / Mathematics (any one)
Geography /		Geography /
Global Perspectives (any one)		Global Perspectives (any one)
Physics		Combined Science
Chemistry		Economics
Biology		Accounting
Computer Science / Business Studies / DT / Art and Design		Computer Science / Business Studies / DT / Art and Design

Cambridge primary (Grade IV to VI)

Cambridge Primary Checkpoint offers feedback on a learners' strengths and weakness in the key curriculum areas of English, Mathematics and Science. Developed exclusively for existing customers of Cambridge Primary, the tests are marked by UCIE and provide schools with an external international benchmark for learner performance.

The feedback gained from Cambridge Primary Checkpoint is an invaluable source of information for learners, parents and teachers. Learners and parents will have a transferable indication of academic progress and achievement. GSIS will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Primary Checkpoint.

Cambridge Primary Checkpoint tests are available in English, Mathematics and Science and is offered at the November Session. The tests cover all major areas of learning in the Cambridge Primary curriculum frameworks

for English, Mathematics and Science. In addition to the three core subjects students are taught and assessed in the following subjects.

SUBJECTS TAUGHT

Geography

French / Hindi

ICT Starters

Cambridge Checkpoint feedback reports

The diagnostic reports generated by Cambridge Primary Checkpoint enable GSIS 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:

- ❖ the curriculum framework
- ❖ their teaching group
- ❖ a whole school cohort
- ❖ previous years' learners

CAMBRIDGE SECONDARY (Grade VII & VIII)

Cambridge Secondary I provides an optional testing structure to assess learning, compare individuals and classes, and report progress to learners and parents. GSIS can also use Cambridge Checkpoint to assess learning at the end of the Cambridge Secondary I stage.

Cambridge Checkpoint tests are for use at the end of Cambridge Secondary I. They are marked by UCIE and provide schools with an external international benchmark for student performance. Cambridge Checkpoint enables feedback to be provided on a learner's strengths and weaknesses in key curriculum areas. Feedback of this kind is an invaluable source of information. Schools and colleges will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Checkpoint. Learners receive a Statement of Achievement which gives an indication of their academic progress during this education stage.

Cambridge Checkpoint tests are available in English, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education.

In addition to the three core subjects students are taught and assessed in the following subjects.

French / Thai / Hindi

Geography

ICT Starters

Cambridge Checkpoint feedback documents

The diagnostic reports generated by Cambridge Checkpoint enable GSIS to:

- ❖ tailor individual learners' learning programmes
- ❖ monitor group and individual performance
- ❖ provide information for reporting to parents
- ❖ compare the performance of all learners taking tests in that session
- ❖ manage learning programmes within schools as learners move between schools
- ❖ predict performance in learners' formal examinations

The test feedback measures a learner's performance against a number of variables including how a learner performed in relation to:

- ❖ the curriculum framework
- ❖ their teaching group
- ❖ a whole school cohort
- ❖ 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

The end-of-session report gives the results of the whole cohort, from all schools, broken down by age and first language, so that schools may compare their own results with those of similar learners from elsewhere. The report will also give the examiner's comments on the test.

INTERNATIONAL EXAMINATIONS CONDUCTED IN GSIS:

SAT (Scholastic Assessment Test)

The SAT is an admission test accepted by all U.S. colleges, and the College Board has programs to encourage all students to take advantage of higher education. All students can receive free information about admission and financial aid from colleges, universities, and scholarship programs.

IELTS (The International English Language Testing System)

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

NWEA-MAP (Northwest Evaluation Association- Measures of Academic Progress)

By using carefully constructed measurement scales that span grades, Measures of Academic Progress (MAP) interim assessments from Northwest Evaluation Association (NWEA) offers educators efficient and very accurate estimates of student achievement status within a subject, evaluated within a context. It helps teachers as they plan instruction for individual students or confer with parents, supports school or district administrators as they focus on allocating resources and empowers school staff as they work to improve all educational outcomes.

ACER-ISA (Australian Council for Educational Research (ACER)-International Schools' Assessment)

The ACER-ISA is designed specifically for students in Grades 3–10 in international schools and schools with an international focus, whose language of instruction is English. It is not specific to a single curriculum. It tests core skills in mathematical literacy, reading, writing and scientific literacy, drawing on many cultural and national sources. The assessments are designed with the knowledge that more than half of the test takers have first languages other than English. It includes writing tasks and open-ended questions to better illuminate students' thinking processes.

MAA-AMC (Mathematical Association of America-American Mathematics Competitions)

The MAA's American Mathematics Competitions program leads the nation in strengthening the mathematical capabilities of the next generation of problem-solvers. Through classroom resources and friendly competition, the MAA AMC program helps America's educators identify talent and foster a love of mathematics. The MAA AMC program positively impacts the analytical skills needed for future careers in an innovative society.

The American Mathematics Competitions are a series of examinations and curriculum materials that build problem-solving skills and mathematical knowledge in middle and high school students.

CEMC Univ. of Waterloo (Centre for education in Maths and computing)
The CEMC develops and administers many internationally recognized contests to help to inspire the next generation of students to develop an interest in and love for mathematics and computer science.

PASCAL- GAUSS, FERMAT

The Pascal, Cayley and Fermat Contests are an opportunity for students to have fun and to develop their mathematical problem solving ability.

Students in Grade 9 or below are eligible to write the Pascal Contest.

Students in Grade 10 or below are eligible to write the Cayley Contest.

Students in Grade 11 or below are eligible to write the Fermat Contest.

THE CARIBOU MATHEMATICS COMPETITION

The Caribou Mathematics Competition is a worldwide online contest that is held six times throughout the school year. Each of these days, five contests are offered, one for each of the grade levels and each one in English, French and Persian.

The goals of this project are to improve student's problem solving techniques by providing a wide variety of challenging math activities suitable for all students in grades 3-12 and to motivate students to get back to their school math when a question needed a technique or formula which they did not remember. It shows that mathematical puzzles can be fun and that competing in math contests with interactive questions is exciting.

TCL (Trinity College of London)

Trinity College London is an international exam board with a rich heritage of academic rigour and a positive, supportive approach to assessment. They provide recognised and respected qualifications across a unique spectrum of communicative skills in music. Trinity offers graded exams for a wide range of instruments and singing, from Initial to Grade 8. The exams offer the choice and flexibility to allow candidates to play to their strengths, enabling them to gain recognition for their own unique skills as performers.

DEL F (DIPLOME D'ETUDES DE LA LANGUE FRANÇAISE)

The DELF junior is a diploma issued by the French Ministry of National Education in recognition of French-language studies. The tests are adapted to the teenage lifestyle and correspond to the interests of teens. The DELF examinations are recognized around the world, and your child will receive a diploma valid for the rest of his or her life! The DELF diplomas evaluate a student's ability to communicate, both orally and verbally, with actual Francophones. The DELF junior and DELF scolaire examinations assess students at four levels (A1, A2, B1, B2), which correspond to the levels of the Common European Framework of Reference for Languages (CEFR).

TSA (The Thinking Skills Assessment)

The Thinking Skills Assessment (TSA) Oxford is a 2-hour pre-interview test for applicants to undergraduate courses at the University of Oxford. It is designed to help tutors assess whether candidates have the skills and aptitudes needed. It assesses problem-solving skills, including numerical and spatial reasoning, critical thinking skills, including understanding argument and reasoning using everyday language, the ability to organise ideas in a clear and concise manner, and communicate them effectively in writing. The school uses the MANAGEBAC for DP ASSESSMENTS from GRADE 9 -12.

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 Conferences:** Parents meet the teachers along with their wards twice a year during the mid-term break.
 - ❖ **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 Academic Council. The progress report can be viewed by parents / guardians online. Paper copies of the same progress report is also couriered to the parents / guardians.
 - ❖ **Counsellor's Reports:** This will be issued twice a year by the Counsellor of the respective section.
 - ❖ **Aptitude Reports:** This will be issued once a year by the Counsellor. Separate files are maintained for each student for the Aptitude Tests
- 1) There is an Examination – Result Review meeting held after every Examination to assess, analyse, compare and suggest strategies to improve the results.
 - 2) Pupils Performance Analysis/Examination reports has been uploaded in the Resource Folder to enable the students to peruse and improve their results.
 - 3) The results of the board exams are analysed and a department meeting are conducted to form strategies to improve student learning.

HOMework

Meaningful, regularly assigned homework is useful to help students reinforce what they learn in class, master their skills, and develop individual interests. Students are assigned three homework in three subjects of twenty minutes duration every day, except Sunday, for each class as per the schedule given by the respective Coordinators. Workbooks have been designed by the subject teachers to fit the syllabus and enable the student to reinforce the learning of the classroom. Homework should be a learning activity that increases in complexity as the student progresses from grade to grade. Purposes of assigning homework are to make the student increasingly responsible for scheduling and completing his / her work independently, and learning to investigate topics of interest without constant supervision.

Being a fully residential school, the homework is documented in the Home Assignment Register in each class by the subject teacher and supervised and monitored by the prep duty teachers. The subject teacher will mark the homework and is periodically checked by the Coordinator of each section. Assigning Homework in GSIS is mandatory for all the students as it is a fully residential school.

Teachers expect homework to be done regularly and punctually. Failure to do homework is treated seriously, and when Homework is missed, the teacher will notify the respective section coordinator, who may require the student to forfeit his / her recess to complete the outstanding work.

An assessment outline for the subjects offered in IBDP in GSIS is available in the IB calendar. School internal assessment timeline for students of year XI and year XII are available in the IB calendar.

The Senior Vice Principal(Academics), Vice Principal (Junior School), Coordinator for Curriculum and Professional development, Extended Essay Coordinator, the CAS coordinator, TOK Coordinator, IB Coordinator, the Coordinators of the Primary, Middle, High School & Higher Secondary School and Head of Departments of the various subjects offered in GSIS, one member of staff from Group I to Group 6 are members of the Assessment Policy Committee and they are responsible for implementing, reviewing and evaluating the Assessment Policy.

REFERENCES:

- 1) International Baccalaureate Organization - Guidelines for developing a school assessment policy in the Diploma Programme - 2010.
- 2) International Baccalaureate Organization: Handbook of procedures for the Diploma Programme 2017
- 3) Good Shepherd International School IB Handbook – 2016
- 4) ICSE Teachers' Manual on continuous and comprehensive evaluation classes IX & X – 2009
- 5) ISC Teachers' Manual on continuous and comprehensive evaluation classes IX & X – 2009
- 6) Language Syllabus guides for IGCSE – French, Spanish & Hindi

VISION STATEMENT

Good Shepherd International School, in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT AND DESCRIPTORS

Good Shepherd International School endeavours to prepare each student for academic social and personal success by creating a community of empowered and diverse learners striving to be globally minded citizens in an atmosphere of mutual respect, understanding and trust.

GSIS is an International School by:

- ❖ maintaining a global perspective in an Asian context wherein it is situated
- ❖ embracing a diversity of cultures represented by its staff and students
- ❖ being sensitive and accepting of all cultures
- ❖ upholding a secular perspective within the School community
- ❖ offering national and international curriculums

Academic Success at GSIS is:

- ❖ acquisition of academic skills
- ❖ training to apply knowledge to real life situations
- ❖ provision of qualified staff to ensure quality education
- ❖ being in a residential set-up that facilitates holistic academic growth and development
- ❖ benchmarked results and learning outcomes on global standards
- ❖ entry into leading colleges / universities in the country and worldwide

Social Success at GSIS is:

- ❖ development of a strong identity and self worth
- ❖ ability to relate, connect and communicate effectively with others
- ❖ cultural sensitivity and acceptance
- ❖ valuing justice and fairness in social living

- ❖ being service oriented unconditionally
- ❖ having an acceptable level of decorum

Personal Success at GSIS is:

- ❖ being a life long learner equipped with a keen spirit of inquiry
- ❖ developing a value based and ethical outlook on life
- ❖ imbibing cognitive and behavioral skills to take on the world
- ❖ acquiring a sense of purpose and being goal oriented
- ❖ possessing a sense of equanimity and ability to balance reason and emotion
- ❖ having acceptable standards of deportment
- ❖ having a spiritual rootedness within a secular context

Community Life at GSIS means:

- ❖ staff and students living in a multi-cultural ambience / context
- ❖ having a sense of being in a 'family'
- ❖ developing a sense of belonging and togetherness in all we do
- ❖ allowing for personal space within a structured environment
- ❖ experiencing the joy / art of living – joie de vivre

Empowered Learners at GSIS:

- ❖ take responsibility and are accountable for one's learning
- ❖ value and enjoy the process of learning as much as the outcome
- ❖ share and transmit knowledge
- ❖ develop initiative and leadership skills

Diverse Learners at GSIS:

- ❖ acquire holistic learning and development through a wide variety of academic / extra curricular activities
- ❖ have varied curricular options to choose from catering to their diverse needs and backgrounds
- ❖ are recognized and accepted for their multiple ability levels and learning styles

- ❖ learn from each other in the diverse community they live, learn and work in

Globally minded Citizens at GSIS:

- ❖ value the human spirit beyond the constraints of cultural boundaries
- ❖ develop awareness and sensitivity to global issues encompassing all aspects of life
- ❖ understand the impact of one's thoughts and actions on the world at large
- ❖ think globally and act locally

Mutual Respect at GSIS means:

- ❖ upholding the sanctity of teacher students roles
- ❖ appreciating and accepting individuality and diversity
- ❖ safeguarding and promoting the values ethos of the institution
- ❖ preserving and maintaining the environment we live and work in

Understanding and Trust at GSIS means:

- ❖ Truth / Trust / Triumph (our school motto)
- ❖ caring for individual needs even as we live in the community
- ❖ belief in the goodness of the individual and the human race
- ❖ developing empathy and rapport amongst members of the community
- ❖ being active listeners and critical thinkers before being judgemental

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and

discover the interconnectivity of disciplines and grow into active generators of knowledge.

4. **CO-CURRICULAR ACTIVITIES** : To ensure that ALL students gain experience, and appreciate ALL the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth.
5. **TEACHING STRATEGY** : To practice tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charity organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age appropriate use of technology and other resources within and throughout the academic program.
8. **INDIVIDUAL ATTENTION** : To discover the latent potentials in each child through individual attention and providing them with opportunities to hone them to their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by constructing a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programs and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission statement and Motto of the school.

GOOD SHEPHERD INTERNATIONAL SCHOOL

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