

School Assessment Policy

Philosophy-

At Rahul International School, all stakeholders collaborate and plan for effective assessments that drive the instructional decisions in the school. Current knowledge and experience are assessed to guide the direction and planning of future lessons as a support for new learning. With a balance of formative and summative assessment, both formal and informal, teachers monitor level of student understanding and identify strengths and weaknesses. Instructional grouping and strategies are determined through synthesis and reflection on assessment performance to ensure that each child is moving forward and growing. Assessment also plays a role in communicating the effectiveness of both teaching and learning processes with all stakeholders, including parents and community.

Objectives of Assessment Policy:

Assessment, as already stated, is complementary to the learning outcomes, curricular demands and student capability centric. In a way the major objective of assessment is evaluation, information, correction and reinforcement of concept, content and context.

We provide the students, an opportunity to be assessed holistically. Hence, we implement multiple modes of assessments strategies to consider the overall achievements of the child.

Assessing:

Student learning is promoted through planning and refining the teaching and learning process to meet individual and group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly.

Formative Assessment:

This type of assessment supports learning during the learning process and is at the heart of our school's teaching-learning framework. Our teachers are constantly assessing the child's understanding through a range of formative assessments targeting various skills. This helps us to check for understanding along the way and also provide feedback to students so they can improve their performance.

Summative Assessment:

At Rahul International School, we believe that periodically it is essential to evaluate the student's assimilation of knowledge and understanding based on pedagogic philosophy. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea; and prompts students towards action.

Assessments in the class will include:

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Self and peer assessments
- Checklists
- Developing clear rubrics
- Identifying exemplar student work
- Keeping records of task results

- Provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- Be transparent to all stakeholders – with clear criteria for success
- Allow for student choice – putting the student at the centre
- Assess all elements of the programmes offered – not just knowledge and skills
- Drive instruction, guide learning and inform curriculum planning
- Lead to reflection about learning
- Provide opportunities to give timely feedback on the learning process
- Involve teachers, students, peers and parents

Review and Monitoring of RIS Assessment Policy:

A comprehensive team including the Academic Team, Teachers and Parent Representatives, are a part of the monitoring and reviewing of the assessment policy of RIS.

Generally the assessment policy of the School is reviewed on a yearly basis and deletions or corrections are made. This is duly informed to all the stakeholders through the school, if and when required. Inputs, if any, are taken into consideration and incorporated before the final implementation.

The assessment practices at RIS across the age groups will lead to the realization of the following objectives:

- Integration of planning, teaching and learning;
- Clarity, of systems and practices, to the stakeholders – teachers, learners and parents;
- Balance in formative and summative assessments;
- Pre assessment – ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment;
- Feedback and reporting to stakeholders ensures betterment;
- Analysis - individual student's needs;
- Effectiveness - curriculum and teaching methodology;
- International requirements – preparation for higher centres of learning across the shores
- Evolution of the learner as a global citizen;

Assessment Practices and Strategies

At Rahul International School, products, performances and tasks are designed to show understanding of learning objectives inside and outside of the units of inquiry. Effective assessment practices include:

- Assessing for prior knowledge. Tools for pre-assessments include, but are not limited to:
- KWL
- Chalk Talk
- Reflection Journals
- Discussions/Brainstorms
- Self-assessment
- Peer assessment
- Anecdotal
- Benchmarks

We believe assessment should:

- Be varied – using a variety of tools and strategies, both formal and informal
- Be done formatively as well as summatively
- Allow for all students to be successful
- Be differentiated according to the needs of students

Reporting Policy

- Teacher- Parent(s) - The school 'Open House' is an occasion for the parents to meet the teaching faculty as well as the specialized trainers for the co-curricular activities. The Open House(Consultation Records) will be held after every Test/Exam.
- Student-led – These conferences involve the student and the parent. The students are responsible for leading the conference and also take the responsibility for their learning by sharing the process with their parents. It involves students demonstrating their understanding through a variety of different situations. The conference involves students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher and could be from the students' portfolio. It enables parents to gain a clear insight into the kind of work their child is doing.

The conferences are carefully planned and time is set aside for students to practice their presentations.

- The written report–They are a cord for students, parents and the school itself of a students' progress. Reports clearly indicate the strengths, areas of improvement and are as where the school and family will support in students development.

Members of the Committee

- Mr Yigal S. Banker – Principal
- Mr Samir Trivedi – Academic Head
- Ms Mitali Das – Co-coordinator
- Ms Nidhi Kothari –Co-coordinator
- Ms Cleodle Rodricks –Asth. Teacher

