



NVIS Assessment Policy Academic Year 2024-2025

1. Perspective on Assessment

Assessment at NVIS is an integral part of teaching and learning that:

- Supports the IB learner profile attributes.
- Measures progress toward conceptual understanding.
- Values diverse ways of demonstrating knowledge.
- Promotes student agency through reflection.

Linked Policies:

This policy operates in conjunction with:

- Academic Honesty Policy
- Inclusion & SEN Policy
- Language Policy

Alignment with IB Philosophy:

Assessment at NVIS aligns with the IB's principles of **fairness, validity, and reliability**. It supports the development of the IB learner profile by emphasizing critical thinking, reflection, and holistic growth.



2. Purposes of Assessment

Fairness & Accessibility

- Designed to allow all students to demonstrate understanding.
- Accommodations provided per Inclusion Policy.
- Alternative formats available when appropriate.

Transparency & Consistency

- Clear rubrics shared before assessments.
- Cross-department moderation ensures grading consistency.
- IB criteria applied uniformly across year levels.

Technology Integration

- Digital submissions use authentication protocols.
- Plagiarism checks conducted via Turnitin.
- Secure proctoring for high-stakes online assessments.

Academic Honesty & Authenticity

- All assessments must be conducted under conditions that ensure authenticity.
- Students must acknowledge all sources appropriately (see Academic Honesty Policy).

Special Assessment Needs

- Students with documented learning differences or temporary impairments may receive accommodations (e.g., extra time, modified formats) as outlined in the Inclusion Policy.



3. Principles of Effective Assessment

Types of Assessment

Formative Assessment

- **Purpose:** Monitor ongoing progress.
- **Examples:** Observations, quizzes, peer reviews.
- **Feedback provided within 10 school days.**
- Not used for final grades.

Summative Assessment

- **Purpose:** Evaluate mastery at key points.
- **Examples:** Exams, portfolios, performances.
- Aligned with IB subject criteria.
- Contributes to progress reports.

Fairness & Accessibility

- Assessments must be designed to allow all students to demonstrate their understanding, with accommodations provided where necessary.
- Alternative assessment formats may be used for students with special needs.

Transparency & Consistency

- Clear rubrics must be provided to students before assessments.
- Moderation processes ensure consistency in grading across classes and year levels.

Use of Technology

- Digital submissions must follow authentication protocols (e.g., plagiarism checks via Turnitin and other tools).
- Online assessments require secure proctoring where applicable.



4. Strategies in Effective Assessment

Types and Principles of Assessment

Assessment at NVIS is designed to be purposeful, aligned with learning outcomes, and supportive of student growth.

Formative Assessment

- Ongoing, low-stakes checks for understanding (e.g., observations, quizzes, drafts, peer reviews).
- Provides timely feedback to guide instruction and student improvement.
- Not used for final grading but to identify gaps and adjust teaching.

Summative Assessment

- End-of-unit/term evaluations (e.g., exams, projects, portfolios).
- Measures mastery of IB criteria and subject-specific objectives.
- Contributes to final grades and progress reports.

Alignment & Feedback

- All assessments must directly link to stated learning objectives (IB criteria or school standards).
- Feedback is:
 - **Clear** (linked to rubrics or benchmarks).
 - **Actionable** (guides next steps for learning).
 - **Timely** (provided within a defined period post-assessment).

Moderation & Standardization

- Internal moderation ensures consistency in grading.
- Samples of student work are reviewed across departments and may be submitted for IB external moderation.



Special Arrangements

- Students with approved accommodations (e.g., extra time, scribes) will be assessed under modified conditions as per the Inclusion Policy.

Appeals & Reassessment

- Students may request a review of grading if procedural errors are suspected.
 - Formal appeals must follow the NVIS Academic Appeals Process.
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5. Tools for Effective Assessment

Recording & Reporting

- Skolera used for all assessment data.
- Parents access real-time progress via portal.
- Reports include:
 - Achievement against criteria.
 - ATL skill development.
 - Teacher feedback.



Digital Assessment Platforms

- Online submissions must include verification steps to ensure authenticity.

External Verification

- Samples of assessed work (e.g., DP Internal Assessments) are submitted to the IB for moderation.
- Discrepancies identified in moderation may lead to grade adjustments.

6. Program-Specific Guidelines

PYP

Formative assessment is ongoing, varied, and central to teaching and learning. Students engage in self-reflection, peer assessments, observations, and conversations that help them take ownership of their learning.

Portfolios document growth across units of inquiry and offer meaningful opportunities for students to reflect on their learning over time.

Assessment informs instruction and supports the development of ATL skills, international mindedness, and learner agency.

MYP

- Criterion-referenced grading (1-7).
- Personal Project completion required.
- E-assessment



DP

- Internal Assessments externally moderated.
 - Core requirements (EE, TOK, CAS) tracked separately.
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7. Academic Integrity

- All work must be authentic.
- Proper citation required for AI-generated content.
- Consequences outlined in Academic Honesty Policy.

Roles and Responsibilities of the School Community

To ensure fairness, transparency, and consistency in assessment practices, NVIS defines the rights and responsibilities of all members of the school community:

1. Students

Rights

- To be assessed fairly, transparently, and without bias.
- To receive timely and constructive feedback that supports learning and improvement.
- To appropriate accommodations in line with the Inclusion Policy.



Responsibilities

- To actively participate in assessments and take ownership of their learning.
- To uphold academic honesty by adhering to the Academic Integrity Policy.
- To reflect on their performance and use feedback to improve understanding and skills.

2. Teachers

Rights

- To use their professional judgment when assessing student learning.
- To access resources, collaboration, and training that support effective assessment practices.

Responsibilities

- To provide clear rubrics and expectations before each assessment.
- To design assessments that ensure fairness and accommodate diverse learning needs.
- To maintain confidentiality of student data and assessment results.



3. Parents/Guardians

Rights

- To access accurate and timely information about their child's progress and assessment outcomes.
- To be informed of assessment policies and any changes that may affect their child.

Responsibilities

- To support their child's educational journey by encouraging engagement with assessments and learning activities.
- To communicate openly with teachers regarding their child's needs, progress, and well-being.

4. School Leadership & Administration

Rights

- To implement assessment policies consistently across the school.
- To access professional development opportunities to strengthen assessment leadership.

Responsibilities

- To provide teachers with the necessary tools, resources, and training for effective assessment.
- To monitor assessment practices regularly to ensure alignment with school policies and IB standards.



- To foster a culture of fairness, accountability, and continuous improvement in assessment.

References to Existing Policies

This assessment policy operates in conjunction with:

1. NVIS Academic Honesty Policy
2. NVIS Inclusion & Special Educational Needs Policy
3. NVIS Language Policy

Conclusion

This revised policy ensures alignment with IB standards while respecting NVIS's existing frameworks for academic integrity and inclusion. By incorporating moderation, appeals, technology use, and special accommodations, the policy enhances fairness, consistency, and transparency in assessment practices.

"Assessment is not just about measuring learning; it's about fostering it."

This policy is reviewed biennially to reflect evolving educational practices and IB updates.