ASSESSMENT POLICY

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission

- To develop and nurture global citizens,
- To inculcate an understanding of interconnectedness of all life and the living, To develop compassion beyond one's immediate surroundings,
- To understand and respect the differences,
- To help acquire skills of Critical thinking, Communication, Collaboration, Creativity.

School Vision

"To create an empowered, inspired and progressive community of learners who achieve and contribute positively towards humanity at large".

Purpose

To give clear outline on the aim, nature and management of assessment and reporting approaches used at KRMGS. This policy is designed to best support student learning in line with the school's and International Baccalaureate's assessment and reporting guidelines.

Philosophy and Principles of Assessments

Assessment is a vital part of the learning process. It is a diagnostic process hence it is followed by remedial measures. Both formative and summative processes constitute assessment. It provides a snapshot of a student's attainment and the information to help the teacher plan the next stage of an individual's progress to further develop the work of the student.

Purpose of Assessment

- To optimize learning so that learning happens through the ongoing process and not just prior to assessment.
- To inform and guide teaching practices.
- To evaluate our program of studies and expectations for rigor.
- To provide learners, parents and educators with meaningful, valid feedback about a student's progress and levels of achievement.
- To identify learners with different needs and recognize growth and achievement.
- To provide learning community an opportunity for goal setting.

Effective Assessment

Effective Assessment for students' addresses:

- All the five essential elements to be assessed (knowledge, concepts, skills, learner profile and action).
- Students as active participants in the learning process, demonstrating their understanding through reflection.
- Students' strengths, analyzing and understanding students' learning and what needs to be improved.
- Involvement of students in the development of some of the assessment tools and activities.

Effective Assessment for teachers' addresses:

- The need for awareness of the assessment policy practiced in school and to understand and develop appropriate assessment criteria.
- The use of varied strategies and tools including pre and post assessment tasks.
- Formative and Summative assessments to determine student's understanding.
- Inclusion of peer and self-assessment where appropriate.
- Child's learning and development, while supporting the child's learning needs.

Effective Assessment for stakeholders' addresses:

- The standards set by the IBO.
- Verification of teaching objectives against learning outcomes.
- The use of assessment as a measure to determine the effectiveness of curriculum delivery.
- Building a community of teachers and learners striving for excellence.

TYPES OF ASSESSMENT

Assessment at KRMGS is structured and coherent, which is a combination of formative and summative assessment and where all the above-mentioned principles are put into practice.

Diagnostic Assessment: Diagnostic assessment is a form of pre assessment where teachers can evaluate student's strengths, weaknesses, knowledge, and skills before their instructions. It is done at the beginning and end of a course.

Assessment for learning - It is woven into the fabric of daily teaching and learning at KRMGS as it helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive. Therefore, the assessment is ongoing, task specific and open ended.

Assessment as learning – It is aimed at determining the level of achievement of a student at the end of the course.

Assessment of learning- It helps in assisting teachers use evidence of student learning to assess student achievement against learning goals and standards.

ASSESSMENT CYCLE

The academic year at KRMGS is divided into two semesters. Each semester is made of roughly 20 weeks excluding term breaks and term assessments. Teachers will report the final grades based on the learning cycle in the year. Each learning cycle comprises a range of tasks for the students as using a variety of different types of assessment tasks and format seems to offer the most reasonable solution.

It's important to note that the assessment cycles are 'continuous' in nature with one cycle leading to another and being informed by the previous cycle.

The assessment cycle at KRMGS comprises of the following stages:
- Assessment creation.
- Review of assessment tasks.
- Students take up assessment (tasks).
- Marking.
- Results.
- Action plan for the next cycle.

Key domains of Assessment

At KRMGS, we believe thoughtful and effective assessment will guide students through the five essential elements of learning:
- The acquisition of knowledge.
- The understanding of concepts.
- The mastering of skills.
- The development of learner profile.
- The decisions to take action.

ASSESSMENT TOOLS

Assessments tools include observations, performance assessments, classroom participation, worksheets, tests, and examinations, Practical work, projects, portfolios, scientific and mathematical investigations, interactions, and oral work. Others include:

- **Rubrics** - an established set of criteria for rating students in all areas. The descriptors tell the assessor specific objectives or skills to look for student's work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers as per the learning objectives. Though the assessment objectives and criterion given in the IB subject group guides are used as or can be used to create these rubrics. Teachers come to a shared understanding of the general, qualitative value statements that reside within the descriptors of the published assessment criteria to develop modified criteria. Teachers use the 'best fit approach' to arrive at the correct rating under each criterion.

- **Exemplars** - a concrete sample of examples that serves as a standard of work against which other work can be judged.

- **Checklists** - usually offer a yes/no format in relation to students' demonstration of specific criteria. They simply put forth the documentation of whether a student displays a certain skill, knowledge, or behavior or not. They may be used to record observations of an individual, a group, or a whole class. Checklists are helpful in devising ways of conducting an assessment over time and in tracking students' progress as well.

- **Anecdotal records** - These are based on frequent and regular observations. Teachers use these as tools for reflection on the teaching-learning process and these later guides them in giving a direction to the curriculum.

PYP ASSESSMENT POLICY

The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product/s of inquiry and aims to support and integrate both. The teacher records the details of inquiry initiated by students in order to look for an increase in the substance and depth of the inquiry.

Assessments in Early Years

Assessment in Early years is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand and is able to learn from.
Formative assessment is central to foundation stage practice.
Every day practitioners observe the children in their care and gather a wealth of information about their interests and learning. This information is used to inform ongoing planning in order to ensure that it meets the needs of the children.

Methods of Assessment in Early Years

- Child Portfolios
- Child-Parent Discussions
- Observations
- Developmental Scales and Checklists
- Documentation
- Play based- Assessments
- Teacher's reflection

REPORTING IN PYP

Communicating student's progress to parents is very important.

The weekly newsletter is an important aspect of the communication that K-12 schools utilize to keep parents informed about vital, detailed, and timely information. The newsletters provide an update about the curriculum and the achievements of the students in various disciplines.

An online Report is shared with the parents after every unit. Along with the achieved grades, the teachers also write narratives notifying student's strength, weakness and their recommendations in each subject.

In addition to the Report Card, parents are notified of the student's achievements and progress during formal parent teacher meetings (PTM) 4-6 times in a year.

Students share their learning with the parents through Student Led Family Conferences. The school believes in regular and efficient communication channels between the school and parents.

Therefore, the parents are encouraged to communicate with the child's teachers asking for feedback and the teachers are encouraged to provide feedback of the child to the parents.

Apart from the PTMs, the parents are also encouraged to meet the teachers or Programme Coordinator to discuss the child's performance, if needed.

Three Way Conference

Three Way Conferences are also conducted which is a formal reporting session led by the students with the support from teachers to share their learning with parents. Conferences take place near the end of every unit in every term with optional conferences available at the end of each unit.

Class Assemblies

Class assemblies are held once a year. These assemblies display the student's learning of the 5 essential elements of PYP and demonstrate the learning under that unit's central idea. An assembly not only highlights but enables the students to understand and demonstrate the PYP learner profile and ATL skills (transdisciplinary skills).

The Digital Portfolio

At the end of every year the home room tutor makes and shares a digital portfolio of the child's photographs/videos/work showing his/her journey of learning during various units of inquiry and single subject areas. It showcases the five essential elements the child has developed during the current year. It is also a way of reporting IB learner profile and ATL skills to the parents.

PORTFOLIO in PYP

A portfolio is a record of a student's involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. It provides a picture of each student's progress and development over a period of time, both, as an individual and as a group learner.

- ONGOING PORTFOLIO- which showcases the daily/ routine work of the child.
- GROWTH PORTFOLIO- which shows growth of the child from Nursery to Grade 5. (UOI, LIT, NUM)(Unit of inquiry, literacy, numeracy)
- TEACHER'S PORTFOLIO- which shows data and research work of the teacher.

PYP EXHIBITION

The exhibition is the culminating, collaborative experience in the final year of the IB Primary Years Programme. Students will explore, document, and share their understanding of an issue (global and local) or opportunity of personal significance.

Purpose of PYP Exhibition

- To engage in an in-depth, collaborative inquiry.
- To demonstrate agency and responsibility for their learning.
- To demonstrate attributes of the IB learner profile.
- To explore multiple perspectives.
- To synthesize and apply their learning.
- To reflect on their PYP education.
- To celebrate their transition to the next stages of their education.
- To take action to demonstrate how students can take action as a result of their learning to unite the students, teachers, parents, and other members of the school community in a collaborative experience.

Significance of PYP Exhibition

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

Role of Students in PYP Exhibition (KRMGS)

- Initiated by Students
- Designed by Students
- Collaborative Task

Role of Parents in PYP Exhibition

- Understand the purpose of exhibition.
- Support and encourage students and teachers through the inquiry process.
- Support students' access to resources people, places, media, and information.
- Provide expert subject knowledge where applicable.
- Act as mentors as required or appropriate.
- Encourage independent inquiry and respect student ownership of the process.
- Reflect on and give feedback on the exhibition.
- Celebrate with students by attending the presentation of the exhibition.

ASSESSMENTS IN MYP

- The aim of MYP assessment is to support and encourage student learning.
- MYP students participate in assessment for, as and of their learning.
- By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process.
- MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. Each strand of the all the criteria is assessed twice in every year.
- In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.
- In the MYP, teachers make decisions about student achievement using their professional judgment, guided by established criteria; known in advance ensuring that assessment is transparent.
- Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

Key Assessment Practices in MYP

- For subjects, students are assessed in relation to four criterion objectives. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides and they are used by the teachers.
- Task descriptions are presented to students and achievement levels are determined.
- Using the IB prescribed and published assessment criteria teachers evaluate final grades by assessing each individual student against each assessment criterion, a minimum of two times over the course of the school year with an year divided into two semesters – Semester 1 and Semester 2.
- Students must meet deadlines for all work. To support students to develop a respect for deadlines and professional integrity; incase s/he misses the deadline,
- A final opportunity to produce the work is given only after discussion with the facilitator/coordinator. If the student is still unable to submit the work will receive a '0' achievement level. Feedback may still be provided by the teacher, depending on the circumstances.
- MYP assessment plays a significant role in evaluating and informing the development of ATL skills, especially skills that are closely related to subject-group objectives.
- Assessment of Group work —Teachers carefully document the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

Formative & Summative Assessment Practices- MYP

- **Formative assessments** take place throughout a unit of work and students receive formal feedback from their peers and teachers at least once during the unit. Teachers provide feedback on tasks submitted to ensure student's growth. Formative assessments take place to prepare students for the final summative assessment, or final unit task.
- **Summative Assessment** tasks for each unit are defined by the 'GRASPS' approach by subject teachers in the unit planner along with the Criteria for assessment. The GRASPS approach has the following elements –
  G – Goal
  R – Role
  A – Audience
  S – Situation/ Scenario
  P – Product
  S – Success Criteria
  These tasks may appear in the form of either an open-ended task or performance task. Students will be assessed on the MYP objectives for a specific subject area and scored on the MYP grading scale. The unit planners should ensure that the tasks set by teachers allow candidates to show evidence across the full range of MYP grades.
- Data from formative work and summative assessment achievement levels are also used to determine a student's final grades through the MYP 'best fit judgment' approach. Students are also evaluated on the development of their approaches to learning skills, participation in service learning and efforts.
- The Formative Assessments and Summative Assessment tasks are used in each assessment cycle and form the basis of reporting for each semester for MYP. A semester end examination, in addition, will also be conducted. There will be two formative assessments and one summative task from each unit, used for this purpose.

Assessment Practices- MYP

- ATL Skills - Assessments play a crucial role in supporting the development of ATL skills. Through constant feedback, learners reflect and plan with the support of the teachers. Learning engagements are designed by keeping specific ATL skills in mind. Teachers focus upon various strands of the skills while preparing their learning engagements. Specific focus on the strands helps the teachers to understand techniques to create engaging activities in the classroom. Horizontal and Vertical alignment charts are updated based on the discussions and meetings. It allows the teachers to work collaboratively and communicate regularly on matters concerning the ATL skills and syllabus content. Assessment of ATL skills is an ongoing process however, parents get feedback on the progress based on the assessments through the report card bi-annually. Assessments are designed by keeping in mind specific subject aims and objectives. Resources shared by the ATL coordinator, and the school librarian helps the teachers to explore useful strategies and techniques during their planning process. Formative assessments tasks allow the learners to develop their ATL skills. Teacher's co-construct student

- assessment rubric to allow learners to take ownership of their work and plan for their learning journey. Self-assessment rubric is also designed by the teachers to reflect and improve their teaching strategies collaboratively. This supports the teachers to reflect on their process of teaching and helps them to formulate better strategies. ATL skill development is an ongoing process which happens throughout their learning journey.
- Self-assessment is a continuous process enabling the student to set goals and strategies for personal development. This has to be done throughout the teaching learning sessions. Additionally, students have to be guided to identify their weak knowledge areas in every subject and individual/ group sessions have to be organized by the teachers to strengthen these weak areas of knowledge. In case of the need, the school counselor and DP coordinator can also provide the necessary guidance. Various activities have to be conducted to help the students to carry out self-assessment in area like ATL skills, unpacking of IB learner profile and TOK. The students are introduced to the grade descriptors and the criterions for the Internal Assessment and are guided to self-assess their coursework according to the rubrics before it is submitted for moderation.

Assessment Strategies

- **Observation** - this assessment is supposed to evaluate student's involvement and skill knowledge. Instructors can watch in a large group, small group, or one-on-one setting. Students can be monitored while working with the teacher or by the instructor acting as an observer from the outside.
- **A test or a quiz** delivered before, during, or at the conclusion of a unit can be used to assess student's comprehension and achievement levels. Instructors may get rapid feedback on their students' comprehension.
- **Process journals-** These are used to facilitate student's reflections, which is a critical component of the learning process and can lead to enhanced understanding of the concepts. They track students' personal achievements and enable them to reflect upon their own learning experiences. It is required in some MYP fields of study but can be utilized by all subject areas.

- **Portfolios** - These provide a method for students to compile a collection of work throughout the course of the MYP program. Students use portfolios as a means of reflection as well as a display of their gains in both knowledge and skills. Portfolios are used during student-lead conferences. They involve the students in their own learning and the assessment of that learning.
- **Open-ended Tasks** - Students are presented with prompts that allow them to communicate through their own original responses. It can be in the form of a discussion, written, visual or oral presentation.
- **Performance Tasks** - Students are given an opportunity to display their skills, knowledge and understanding through the objectives they have learned and relationships they have developed in and across subjects. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation, or a proposed solution. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).

Assessment Tasks

- Assessment Tasks are specific to MYP objectives. The assessment tasks developed for each unit should address at least one MYP subject-group objective.
- These could include • Compositions—musical, physical, artistic • Creation of solutions or products in response to problems • Essays • Examinations • Questionnaires • Investigations • Research • Performances • Presentations— verbal (oral or written), graphic (through various media).
- Teachers will need to ensure that assessment tasks not only address an objective, but allow students access to all the achievement levels in the corresponding criterion.
- Assessment tasks should take into account the requirements of students with learning support requirements.

Assessment Procedures

- **Task-specific clarifications** can be useful in bringing a level of specificity to the assessment criteria. Each task- specific clarification will be based on a published MYP assessment criterion. Developing task-specific clarifications requires with achievement and growth, written feedback on all teachers to study the assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. Teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.

- Teachers regularly provide the students with feedback to inform and improve their learning. For example, correction of daily work, check-ins with students, formative assessment checklist of skills to inform students about areas of achievement and opportunities for growth, proficiency scales, rubrics highlighted assessment rubrics, written questions, verbal feedback, peer-critiques and evaluations, self- assessment, In class corrections Parent/student/teacher conferences etc.

- **Absence during the assessment day -** In case a student misses a summative assessment, he / she may be allowed to sit for a retake based on the discretion of the teacher, the MYPC and the head of the school. Medical certificate to be produced in case of medical emergencies.

MYP e-Assessments

(IB-run external summative assessment)

- The IB MYP e-Assessments takes place in MYP 5. The students will need to appear for all the subjects opted for in MYP Year 4 & 5 and register for the same by paying an additional fee as per the IB Fee guidelines.
- At the end of their year 5 MYP studies, students are entered for the IB external assessment (Grade 10). This comprises of on-screen examinations and e- Portfolios which provide a balanced type of evaluation for IB-validated results.
- These assessments are administered in school as per MYP guidelines.

On – Screen Examination subjects	**Mathematics** **Language and Literature** **Science** **Individuals and Societies** **Language Acquisition** **Interdisciplinary** Individually, externally marked
Coursework e-Portfolio	**Physical and Health Education** **Design** **Arts** Internally marked, externally moderated (dynamic sampling)
MYP Personal Project	Internally marked, externally moderated (dynamic sampling)

MYP e-Assessments & E-Portfolios

☐ Teachers are only required to deliver one round of formal comments on candidates as a shared norm of good practice. The final version of a student's e-Portfolio cannot be retracted or revised after it has been submitted for school-based evaluation.

☐ Teachers must make sure that every student's work submitted for e- Assessment complies with IB standards.

☐ All work submitted for school-based assessment, including MYP e- Portfolios, must be the candidate's own authentic and individual work. If a candidate submits non-authentic work for evaluation, the school shall follow procedures for dealing with academic dishonesty as per the school Academic Honesty policy.

☐ E-Portfolios are marked by teachers and externally moderated by the IB.

☐ Judgments about each of the four subject criteria are added together to produce a criterion level total (called "teacher assessed totals" on IBIS) which, when entered IBIS, results in a sample of e-Portfolios being requested by the IB. The Programme coordinator will upload the relevant candidate's files.

MYP e-Assessments on screen examinations

(Two hours in duration)

☐ The school will register students of year 5 for e-Assessment.

☐ Teachers are encouraged to familiarize students with specimen materials and materials from previous sessions.

☐ MYP on-screen examination blueprints are provided to the students by the teachers as an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

☐ The examinable subject matter for MYP on-screen examinations is provided in the form of ' topic lists'

☐ On-screen examinations comprise three extended tasks and a series of stimulus materials or background resources. Each task targets at least one assessment criterion.

☐ Each examination has an equal distribution of demand and marks across the four MYP subject-group criteria.

☐ Each task begins by explicitly identifying its key and related concepts. Each task has a single key concept but may engage multiple related concepts. At least two different key concepts will be covered somewhere in each on-screen examination

☐ At least one task on each assessment will be developed in light of a global context. As KRMGS opts for May session, the global context will be published in November by the IB.

MYP Personal Project

- Students do an in – depth, independent investigation of a topic and product of their choice over the course of six months.
- The Personal Project is compulsory in MYP 5.
- Students present their project by way of an exhibition which is a culmination of their work.
- It is externally graded. The school shall register all MYP year 5 students for personal project moderation.
- Predicted grade shall be provided for this project by the school.

MYP Certificate

The MYP certificate is the highest standard of achievement in the MYP and results in the official recognition and IB-validated grades.

The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- six on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one portfolio from each of the following:
- ➢ a course in physical and health education, arts or design
- the personal project

Students must meet the school's expectations for community service. Achievement in the overall MYP certificate is described by a point score whose maximum is 56.
The core subjects of inter-disciplinary and personal project contribute equally with the other subject disciplines.

Providing Predicted Grades in MYP

☐ For on-screen examination subjects, teachers are required to submit predicted grades.

☐ When considering predicted grades, teachers will consider overall student performance in assessments during MYP 4 (semester 1 & 2), the first part of MYP 5 (semester 1) and mock examination-I and II and allowing for subsequent academic development.

☐ Teachers to predict the outcome of e-Assessment for their students with reference to the subject-specific grade descriptors.

The MYP Assessment Criteria across subject groups

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and Understanding	Developing skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
MYP Projects	Planning	Applying Skills	Reflecting	
Inter-disciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

MYP RECORDING ASSESSMENT DATA

☐ The Assessments in MYP are recorded on Toddle.

☐ MYP teachers share student achievement levels on the MYP checklists for each criterion and strand, tested inside each summative assessment task to educate students of achievement of their skills.

☐ Anecdotal records need to be systematically compiled, documented, and organized for reflection on student learning and for formative assessment.

☐ Continuums are used to organize important assessment objectives and apply skills into a progression identifying the next stages of learning.

☐ Samples of students' work serve as standards against which other samples are judged. At least one example for each achievement level is expected. Also, student work from one unit may serve as example material for the same unit the next year. Could be used by students in self-assessment if suitably anonymized.

MYP REPORTING

☐ MYP reports of student achievement communicate the student's achievement level for each assessment criterion.

☐ Two reports will be published in an academic year for MYP Year 1-5. For MYP 1- 4, there will a report at the end of each semester cycles. For MYP Year 5, there will be one report published at the end of semester 1 and two at the end of mock examinations. There will be two mock examinations conducted before the final IB onscreen examination.

☐ A criteria-based grade out of 7 is awarded to the student for his/her achievement in each semester for each subject based on the conversion of this achievement level as per the grade boundary guidelines provided by the IB (please refer appendix 1). This is also supported by grade descriptors that are established by the IB.

☐ Formal reporting format comprises of Report cards, Anecdotal Records, PTMs And Student-led conferences (Till MYP4).

The semester report will consist of:

a.   Achievement levels, criteria wise in all the subjects which range from 1 to 8, obtained in the summative tasks conducted in the units of study in the that semester and the end-of-term examination. This is conducted as per the e-assessment pattern.

b.   Subject teacher remarks based on student performance in that semester in the two formative assessments conducted in the units of study in the that semester and ATL skills.

NOTE: The second term report will, in addition, include the overall achievement for the entire year determined by the 'best-fit' approach.

Internal Standardization Process: MYP

Internal standardization will be used to make fair, reliable, and valid decisions across different points in time. This practice will ensure that there will be no academic loss of the students due to the uncontrollable events (staff changes or changing education demands). The IBMYP Coordinator is responsible for setting the guidelines and monitor the standardization process. As the school grows, HODs of every subject group will be responsible to monitor this process and subsequently will appraise to the IBMYP Coordinator. HOD's will be responsible for gathering samples of student work and guiding the group through discussions. The IBMYP Coordinator will ensure that all the teachers will collaboratively decide and share their views

Before finalizing the guidelines, an opportunity is provided to all teachers to share their understandings,

Expectations and interpretations of criteria and how the criteria addresses the task. Teachers will reflect on the quality of the task and students work to understand if they are able to understand and demonstrate the expectations. This process will ensure that students will get absolutely fair judgment by eliminating personal biases, prejudices and partiality towards individual student's work.

After the teaching and learning process, teachers:

- Make final judgments of criteria levels of their own students' achievement.
- Collate samples for the standardization process and provide copies to other teachers.
- Meet to discuss their judgments of a sampling of students' achievement based on the evidence.

PROMOTION POLICY: MYP

The students are not held back/ failed in the Middle Years Program (Year 1-4). The students must have at least 85% cumulative attendance as per the school records to appear for end of term assessment, failing which the decision of promotion is taken by the principal in collaboration with the PLT and the parents in question.

ASSESSMENTS IN DP: AIMS & OBJECTIVES

The Assessment Policy's goal is to offer a method for students to enhance their learning and the overall teaching quality of the IB Diploma Programme at KRMGS. Effective counsel, based on assessments of students' academic achievement, supplied by the school on future (university-level) educational perspectives is critical to the Policy's success.

Assessment is an essential tool in determining whether the students are achieving the expected goals of IB Diploma Programme. It helps in evaluating whether the Programme is meeting the aims as stipulated in the mission statements of the school and International Baccalaureate.

The policy aims at contributing to the development of the school as an IB learning community and to continuous improvement of students' learning, in particular, of their independent and critical thinking skills.

The school's assessment approach includes both formative and summative assessments. The school is dedicated to emphasizing the value of formative assessment while also recognizing the necessity of preparing students for their IBDP External Assessment. It gives students the option to have their academic achievement evaluated based on IB learning requirements as well as school-specific assessment requirements.

FORMATIVE & SUMMATIVE ASSESSMENTS IN DP

- Assessment focuses on the process of learning during the teaching (Formative Assessment) and also the product of the teaching learning process (Summative Assessment)
- **Formative Assessment** at KRMGS is continuous such that it aids learning and informs teaching. Students will be given task which will be used as an assessment for learning. The task would involve question answer, quiz, class discussions, short test, students explaining a concept they learnt, role play, debate, field work, concept mapping, simulations, practice practical, homework and class work. Feedback is a necessary part of formative assessment as this is used to improve student's performance. It is also referred to as assessment for learning.
- **Summative Assessment** for the DP at KRMGS is a culminating assessment that comes at the end of a period of learning. Its purpose is to provide information on achievement against the assessment objectives of a particular course. It is also referred to as assessment of learning. These comprise of Class Summative Assessments (CSAs) and Semester End Examinations (as explained in the sections that follows).
- Students in this two years Programme are expected to take up a study in 6 subjects of their choice: 3 subjects to be studied at the Standard Level (SL) and three others at Higher Level (HL). Apart from these, there is also a core component – Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and Extended Essay (EE).
- ATL Skills - Assessments play a crucial role in supporting the development of ATL skills. Through constant feedback, learners reflect and plan with the support of the teachers.

Learning engagements are designed by keeping specific ATL skills in mind. Teachers focus upon various strands of the skills while preparing their learning engagements. Specific focus on the strands helps the teachers to understand techniques to create engaging activities in the classroom. Horizontal and Vertical alignment charts are updated based on the discussions and meetings. It allows the teachers to work collaboratively and communicate regularly on matters concerning the ATL skills and syllabus content. Assessment of ATL skills is an ongoing process however, parents get feedback on the progress based on the assessments through the report card bi-annually. Assessments are designed by keeping in mind specific subject aims and objectives. Resources shared by the ATL coordinator, and the school librarian helps the teachers to explore useful strategies and techniques during their planning process. Formative assessments tasks allow the learners to develop their ATL skills. Teacher's co-construct student assessment rubric to allow learners to take ownership of their work and plan for their learning journey. Self-assessment rubric is also designed by the teachers to reflect and improve their teaching strategies collaboratively. This supports the teachers to reflect on their process of teaching and helps them to formulate better strategies. ATL skill development is an ongoing process which happens throughout their learning journey.

☐ Self-assessment is a continuous process enabling the student to set goals and strategies for personal development. This has to be done throughout the teaching learning sessions. Additionally, students have to be guided to identify their weak knowledge areas in every subject and individual/ group sessions have to be organized by the teachers to strengthen these weak areas of knowledge. In case of the need, the school counsellor and DP coordinator can also provide the necessary guidance. Various activities have to be conducted to help the students to carry out self-assessment in area like ATL skills, unpacking of IB learner profile and TOK. The students are introduced to the grade descriptors and the criterions for the Internal Assessment and are guided to self-assess their coursework according to the rubrics before it is submitted for moderation.

ASSESSMENT CYCLE

☐ Assessments in DP are conducted throughout the academic year. The academic year at KRMGS consists of two academic cycles comprising of – Semester 1 and Semester 2 in Year 1 of DP and Semester 3 and Semester 4 in Year 2 of DP.

☐ Each of Semester 1, 2 and 3 comprise of two Class Summative Assessments (CSAs) and one Semester end Examination.

☐ Semester 4 in DP includes Mock 1 and Mock 2 examinations.

☐ Class Summative Assessments (CSAs) are based on a variety of assessment tools and strategies: Pen paper tests, presentations on internal assessments, worksheets, class performance, etc.

☐ The course outline defines the timeline of TOK exhibition and TOK essays. The EE timelines and procedures is shared with the students in the DP hand book.

IBDP ASSESSMENT PRACTICES

☐ At the end of every half semester, students are assessed on their understanding of the courses via several assessment components, including written tests.

☐ Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.

☐ Students are provided with written instructions related to any given task; the instruction must include enough details about the content, structure, and the related assessment criteria.

☐ Teachers of the same subject should evaluate the work of their students and their results regularly.

☐ Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed. These could include : long exams, quizzes, midterms, presentations, commentaries, orals, written assignments, projects, class discussion, lab reports, multiple choice questions, short and extended response questions, data analysis questions, field work, etc.

☐ Teachers offer students with feedback on a regular basis in order to inform and enhance their learning. For example, daily work corrections, check-ins with students, formative assessment checklists of skills to inform students about areas of achievement and opportunities for growth, proficiency scales, rubrics highlighted with achievement and growth for DP, written feedback on all summative assessment rubrics, written questions, verbal feedback, peer-critiques and evaluations, in-class corrections, and so on.

☐ The school will ensure that the question papers will be created using the IB pattern and marking will be aligned with help of IB mark schemes.

DP CORE ASSESSMENT

The Extended Essay is assessed externally on the basis of the criteria set by IBO and sent to IBO for evaluation and grading.

Students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

Theory of Knowledge - There are two parts of the assessment in TOK: an essay and the TOK exhibition. The essay is marked externally and the exhibition is marked internally (but moderated externally).

CAS - Students as well as parents receive regular feedback on students' uploaded evidence of his/ her achievements, tasks accomplished, learning outcomes, reflections etc. On a monthly basis or even earlier. It is on the basis of this and upon verification of the claims of the work done, a student is said to have completed the requirements of CAS.

The school award grades for internal purposes for these core requirements. Comments are provided for the Extended Essay, TOK and CAS, indicating whether students are meeting course requirements at specified time for these core components of the curriculum. All these provide feedback on the students' performance reflecting on their learner profile attributes.

- Please refer to the section on Reporting for further details.

Internal Standardization Process: DP & CP

Internal standardization will be used to make fair, reliable, and valid decisions across different points in time. This practice will ensure that there will be no academic loss of the students due to uncontrollable events (staff changes or changing education demands). The IBDP/CP Coordinator is responsible for setting the guidelines and monitor the standardization process. As the school grows, HODs of every subject group will be responsible to monitor this process and subsequently will appraise to the IBD/CP Coordinator. HOD's will be responsible for gathering samples of student work and guiding the group through discussions. The IBDP/CP Coordinator will ensure that all the teachers will collaboratively decide and share their views.

Before finalizing the guidelines, an opportunity is provided to all teachers to share their understandings,

Expectations and interpretations of criteria and how the criteria addresses the task. Teachers will reflect on the quality of the task and students work to understand if they are able to understand and demonstrate the expectations. This process will ensure that students will get absolutely fair judgment by eliminating personal biases, prejudices and partiality towards individual student's work.

After the teaching and learning process, teachers:

☐ Make final judgments of criteria levels of their own students' achievement.
☐ Collate samples for the standardization process and provide copies to other teachers.
☐ Meet to discuss their judgments of a sampling of students' achievement based on the evidence.

PROVIDING THE PREDICTED GRADES (PG) IN DP

☐ A predicted grade is the forecast of a degree in the topic by a teacher based on the evidence of the work of the candidates and the knowledge of the teachers of the IB standards.
☐ The school will generate one set of predicted grades for each of a student's subjects of study.
☐ The teachers give the predicted grades on the basis of summative and formative evaluation and class performance (homework, group discussions, quizzes, presentations, class summative assessments and semester exams.)
☐ Teachers are required to issue projected marks according to the best way for the first three semesters of each topic, so that students may examine and accurately assess their overall performance.
☐ PG for EE - In the fourth quarter of Year 2, the PG for EE is awarded prior to its final submission. The EE grades are provided completely by the teacher on the evaluation of the effort of the student through the operation of the EE.
☐ PG for TOK - The TOK must be evaluated on the basis of final presentation of the exhibition for each candidate. The TOK facilitator also considers the students' work on the essay submitted for external evaluation.
☐ For each subject PGs are given on the range of 7 to 1 and for TOK and EE the scale is A to E.
☐ These PGs are given and is registered in the IBIS as the final PG.
☐ Teachers use predicted grades as part of the application procedure to inform the institutions for admission purpose in January of year 2 of DP or as and when requested by the school career counselor.
☐ When considering predicted grades, teachers will consider overall student performance in assessments in DP 1 (Semester 1 & 2) and the first part of DP 2 (Semester 3) and allowing for subsequent academic development. If the Mock examination is held, its result shall also be considered for calculation of PG. In addition, the teachers may also use their professional judgment of the students' performance.
☐ The data is checked and verified by the DP Coordinator before the final submissions.
☐ Students will not have access to any predicted grades and should not seek to gain access to these grades while they continue to be a KRMGS student.

NON-SUBMISSION OF INTERNALLY AND EXTERNALLY ASSESSED COMPONENTS OF IBDP

☐ Internal Assessment Timeline will be collaboratively designed and circulated in the beginning of DP 1. This will be done keeping in mind the workload of the students and thus ensuring the quality of the work. Tentatively the timeline will be designed for 18 months. Students and parents will be sent the copy of the timeline so as to ensure the adherence of the same.

☐ In the case that a student procrastinates his work prior to internal deadlines, the subject teachers must remind him of the serious consequences of non-submission, which includes no grade being assigned in that particular topic/level not submitted.

☐ The DP Coordinator will be notified if a submission is not made even after the internal deadline has passed, and remedial/punitive action will be taken.

☐ If the student continues to fail to submit as the deadlines approach, the DP Coordinator and the parents are notified, both directly and in writing.

☐ In extraordinary circumstances, such as illness or an emergency, the DP Coordinator may evaluate the policy. If the candidate's circumstances are reasonable, the DP Coordinator may seek a deadline extension or retake.

☐ If no work that has to be internally reviewed is presented, the IBIS entry will receive a 'F' for the subject/level involved. The candidate will be marked absent if no externally assessed work is submitted.

☐ The Academic Honesty Policy is distributed to all instructors and discussed at IB collaborative sessions as well as in departmental meetings. If a supervisor or instructor suspects academic dishonesty, they will refuse to verify the student's work and report it to the DPC, who will take necessary action according to the Academic Honesty Policy's recommendations.

REPORTING AND RECORDING IN DP

• The Assessments in the DP are recorded on Google Drive and Toddle and the governing body has access of using the toddle platform.

☐ All pupils' achievements will be reported twice a year. Teachers and the DP Coordinator must examine and sign report cards before submitting them to the Principal for approval.

☐ Each component is rigorously assessed in line with assessment criteria developed by subject instructors in compliance with IB requirements. The same is conveyed to students.

☐ In the IBDP, each year is separated into two semesters. Each semester has three levels of evaluation: two 30-mark Class Summative Assessments (CSAs) and one semester-ending exam based on the evaluation standards of individual subjects in the final IB exams. After taking 30% of each of the monthly exams and 40% of the semester end examinations, the semester end grade is calculated. Achievement is assessed on a scale of 1 to 7, with grades ranging from 1 (lowest) to 7 (highest).

- Semester 4 consists of two mock examinations for year 2 exclusively. Mock IB Diploma Programme examinations are held at the school with the goal of evaluating students' learning strengths and weaknesses in order to better prepare them for the external IB DP final exams.

- Absence: If a student is unable to attend an examination owing to unforeseen circumstances, the student or his or her parents/guardians must present relevant proof to support the reasons and can request the school's academic administration for a retake of the examination. The examination board (Please refer Appendix 2) may consider such a case and recommend a retake depending on the circumstances presented.

- For each discipline, students and parents receive detailed feedback on their level of success according to each grade description.

- IBDP Grade Boundaries: For Semester Exams, grades are assigned based on IB principles and grade boundaries. These are updated as and when updated by the IB.

- Theory of Knowledge: Theory of knowledge will be reported in the form of anecdotal comments in every report published by the school. These comments will be based on in-class participation, research work and reading.

- Extended Essay: Progress on the extended essay is reported in the report generated at the end of Semester 2, 3 and in the report generated after the mock examinations. These reports are anecdotal in nature.

- Creativity, Activity and Service (CAS): A student's progress in CAS is reported in all published reports in the form of labels indicative of achievement of the seven CAS learning outcomes and in the detailing of the key CAS experiences of the student.

- A detailed subject specific grade descriptor is mentioned in the report card for the purpose of easy reference.

- The respective schools shall also generate individual students' progress reports to be distributed to students and/or parent/guardian at mid-semesters and the end of semesters.

- All courses' end of semester examination results must be moderated by the Examination Board (Please refer Appendix 2). After the Examination Board confirmation and approval of results, the results will be uploaded to the Student Portal.

PROMOTION POLICY: DP

To be able to promote from DP Year 1 to DP Year 2 at our school, students should fulfill these conditions:

- Student has at least 85% cumulative attendance as per school records.
- A minimum of 24 points in all subjects in both the semesters.
- Student does not have any issue pending on plagiarism or malpractice.
- Student should have satisfactorily completed (with required documentation) IA deadlines and CAS (Creativity, Activity and Service) requirements as per the IBO expectations (at least one experience in every fortnight).

IBDP BOARD ASSESSMENT

IB Diploma Programme is a two-years program.

Two types of assessments are conducted namely Internal Assessment and External Assessment in each subject. The Internal Assessment is marked by the subject teachers and then sent to the IB for moderation. The External Assessment takes place in the form of an Exam at the end of the 2 year Programme.

After successful completion of two years of teaching and learning, IB board conducts external assessment either in the month of May or November. The school has opted for the May session only.

Student's final attainment in the subject is reported on a scale of 1 to 7 in each subject. Core components Theory of Knowledge (TOK) and Extended Essay (EE) are assessed on a scale from A to E. Based on the grade in TOK and EE, maximum of 3 bonus points are awarded to the student. (Please refer to appendix 3)

1.   Internal Assessment Component: This component is carried out within the school by the subject teachers and later marked or moderated by IBO appointed external examiners or moderators. Percentage of Internal assessment component varies from subject to subject.

2.   External Assessment Component: This is an external examination conducted and examined by IBO. The school takes examinations in the May session each year. Students taking the Diploma Programme write the IBO examination in the end of the second year.

The students who do not fulfill the requirements of an IB Diploma are awarded certificate.

ASSESSMENTS IN CP: AIMS & OBJECTIVES

The Assessment Policy's goal is to offer a method for students to enhance their learning and the overall teaching quality of the IB Career Programme at KRMGS. Effective counsel, based on assessments of students' academic achievement, supplied by the school on future (university-level) educational perspectives is critical to the Policy's success.

Assessment is an essential tool in determining whether the students are achieving the expected goals of IB Career Programme. It helps in evaluating whether the Programme is meeting the aims as stipulated in the mission statements of the school and International Baccalaureate.

The Career-related Programme prepares students for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning. It integrates broad, general learning areas as well as specific career-related content into a rigorous and challenging framework of education.

ASSESSMENTS IN CP

☐ Assessment focuses on the process of learning during the teaching (Formative Assessment) and also the product of the teaching learning process (Summative Assessment)

☐ **Formative Assessment** at KRMGS is continuous such that it aids learning and informs teaching. Students will be given tasks which will be used as an assessment for learning. The task would involve question answer, quiz, class discussions, short test, students explaining a concept they learnt, role play, debate, field work, concept mapping, simulations, practice practical, homework and class work. These would also be used as formative assessment of CP core (PPS, LD, SL). Vice Additionally, observations, journals, summaries, graphic organizers, peer review, presentations, self-evaluation, SA, coursework and comments could be used to design ongoing formative assessments. Feedback is a necessary part of formative assessment as this is used to improve a student's performance. It is also referred to as assessment for learning.

☐ **Summative Assessment** for the CP at KRMGS is a culminating assessment that comes at the end of a period of learning. Its purpose is to provide information on achievement against the assessment objectives of a particular course. It is also referred to as assessment of learning. These comprise of Class Summative Assessments (CSAs) and Semester End Examinations. For CRS modules, it will have their dedicated assessments.

☐ Self-assessment is a continuous process enabling the student to set goals and strategies for personal development. This has to be done throughout the teaching learning sessions. Additionally, students have to be guided to identify their weak knowledge areas in every subject and individual/ group sessions have to be organized by the teachers to strengthen these weak areas of knowledge. In case of the need, the school

☐ counsellor and CP coordinator can also provide the necessary guidance. Various activities have to be conducted to help the students to carry out self-assessment in area like ATL skills, unpacking of IB learner profile. The students are introduced to the grade descriptors and the criterions for the Internal Assessment and are guided to self-assess their coursework according to the rubrics before it is submitted for moderation.Though learner profile is not assessed formally or externally, teachers monitor student growth in the 10 attributes and encourage students to monitor their own development through the use of self- and peer-assessment tools.

CP ASSESSMENT CYCLE

☐ Assessments of chosen DP subjects in CP are conducted throughout the academic year. The academic year at KRMGS consists of two academic cycles comprising of – Semester 1 and Semester 2 in Year 1 of CP and Semester 3 and Semester 4 in Year 2 of CP.

☐ Each of Semester 1, 2 and 3 comprise of Class Summative Assessments (CSAs) and one Semester end Examination.

☐ Semester 4 includes Mock 1 and Mock 2 examinations.

☐ Class Summative Assessments (CSAs) are based on a variety of assessment tools and strategies: Pen paper tests, presentations on internal assessments, worksheets, class performance, etc.

☐ The Reflective project timeline and timeline for IA component of CRS and chosen DP subjects will be shared with students in the CP handbook.

☐ For CP Core – Language Development, Service Learning and Personal and Professional Skills, the school conducts formative assessments which forms the basis of reporting in each term. This is followed by the portfolio submission in CP year 2. Teachers are recommended to continuously update themselves and enhance their proficiencies towards developing their own assessment criterion for all core components (except the reflective project) and range their criterion bases on the context of the assessment, the students, and the course.

IBCP ASSESSMENT PRACTICES

Career-Related Certificate students enrolled in any Diploma Program group course are assessed according to the specific requirements of the subject in the given manner:

☐ At the end of every half semester, students are assessed on their understanding of the courses via several assessment components, including written tests.

☐ Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.

- Students are provided with written instructions related to any given task; the instruction must include enough details about the content, structure, and the related assessment criteria.
- Teachers of the same subject should evaluate the work of their students and their results regularly.
- Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed. These could include long exams, quizzes, midterms, presentations, commentaries, orals, written assignments, projects, class discussion, lab reports, multiple choice questions, short and extended response questions, data analysis questions, field work, etc.
- Teachers offer students feedback on a regular basis in order to inform and enhance their learning. For example, daily work corrections, check-ins with students, formative assessment checklists of skills to inform students about areas of achievement and opportunities for growth, proficiency scales, rubrics highlighted with achievement, written feedback on all summative assessment rubrics, written questions, verbal feedback, peer-critiques and evaluations, in-class corrections, and so on.
- The school will ensure that the question papers will be created using the IB pattern and marking will be aligned with help of IB mark schemes.
- Students can be awarded up to a maximum of seven points upon the completion and grading of all required assessments.

CP CORE ASSESSMENT

The components of the core are at the heart of the Career-related Programme and are designed to enhance students' personal qualities and professional development.
All components of the core are mandatory. They are:
• Personal and professional skills
• Service learning
• Language development
• Reflective project

Personal and Professional skills
The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. In this, the students will be assessed with the help of formative assessments based on a rubric/assessment criterion prepared by the subject teachers. The criteria and assessments will be created on five learning objectives.

Service Learning
Service learning is assessed through formative assessments which will be conducted in the two-year programme along with the submission of portfolio in the second year of the career programme. The portfolios will be assessed based on the evidence of

achieving the learning outcomes. As part of the programme, students also engage in three interviews with their service-learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes Students should cover all five learning outcomes for the successful completion of the portfolio.

Language Development -

The language development course is internally assessed, either by the school or by the external provider, and authenticated by the school. Formative assessments shall be conducted through the two years of the programme. The students will be evaluated based on the rubrics designed by the teacher for the specific task.

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development and submit the same in year 2 of the CP Programme. The language portfolio is not assessed by the IB.

Reflective Project

At the end of the project, students submit:
• An essay or an essay with an additional format
• A Reflection on planning and progress form.
The assessment of the reflective project on the five assessment criteria (a published in the reflective project guide) is done by the school internally and externally moderated. They are graded from A to E, with A being the highest.

Career-Related Study

CRS modules must be completed and assessed internally as well as externally by the CRS provider. Each separate module constitutes of individual assessment criteria (that is assessed both internally by school as well as externally by WACP, an accredited CRS service provider) as well as a capstone project. The CRS subjects will be assessed annually just before the DP exams. Students in the Career-Related program may also complete an assessment required to earn an industry certification in their career-related study.

Internal Standardization Process: CP

Internal standardization will be used to make fair, reliable, and valid decisions across different points in time. This practice will ensure that there will be no academic loss of the students due to uncontrollable events (staff changes or changing education

demands). The IBCP Coordinator is responsible for setting the guidelines and monitor the standardization process. As the school grows, HODs of every subject group will be responsible to monitor this process and subsequently will appraise to the IBCP Coordinator. HOD's will be responsible for gathering samples of student work and guiding the group through discussions. The IBCP Coordinator will ensure that all the teachers will collaboratively decide and share their views

Before finalizing the guidelines, an opportunity is provided to all teachers   to share their understandings,Expectations and interpretations of criteria and how the criteria addresses the task. Teachers will reflect on the quality of the task and students work to understand if they are able to understand and demonstrate the expectations. This process will ensure that students will get absolutely fair judgment by eliminating personal biases, prejudices and partiality towards individual student's work.

After the teaching and learning process, teachers:

- ☐ Make final judgments of criteria levels of their own students' achievement.
- ☐ Collate samples for the standardization process and provide copies to other teachers.
- ☐ Meet to discuss their judgments of a sampling of students' achievement based on the evidence.

PROVIDING THE PREDICTED GRADES (PG) IN CP

- ☐ A predicted grade is the forecast of a degree in the topic by a teacher based on the evidence of the work of the candidates and the knowledge of the teachers of the IB standards.
- ☐ The school will generate one set of predicted grades for each of a student's subjects of study.
- ☐ The teachers give the predicted grades on the basis of summative and formative evaluation and class performance (homework, group discussions, quizzes, presentations, class summative assessments and semester exams.)
- ☐ Teachers are required to issue projected marks according to the best way for the first three semesters of each topic, so that students may examine and accurately assess their overall performance.
- ☐ PG for Reflective Project - In the fourth quarter of Year 2, the PG for reflective project is awarded prior to its final submission. The reflective project grades are provided completely by the teacher on the evaluation of the effort of the student through the operation of the reflective project.
- ☐ For each subject of DP in CP, PGs are given on the range of 7 to 1

- These PGs are given and are registered in the IBIS as the final PG.
- Teachers use predicted grades as part of the application procedure to inform the institutions for admission purpose in January of year 2 of DP or as and when requested by the school career counselor.
- When considering predicted grades, teachers will consider overall student performance in assessments in DP 1 (Semester 1 & 2) and the first part of DP 2 (Semester 3) and allowing for subsequent academic development. If the Mock examination is held, its result shall also be considered for calculation of PG. In addition, the teachers may also use their professional judgment of the students' performance.
- The data is checked and verified by the CP Coordinator before the final submissions.
- Students will not have access to any predicted grades and should not seek to gain access to these grades while they continue to be a KRMGS student.

NON-SUBMISSION OF INTERNALLY AND EXTERNALLY ASSESSED COMPONENTS OF IBCP

- Internal Assessment Timeline will be collaboratively designed and circulated in the beginning of CP 1. This will be done keeping in mind the workload of the students and thus ensuring the quality of the work. Tentatively the timeline will be designed for 18 months. Students and parents will be sent the copy of the timeline so as to ensure the adherence of the same.
- In the case that a student procrastinates his work prior to internal deadlines, the subject teachers must remind him of the serious consequences of non-submission, which includes no grade being assigned in that particular topic/level not submitted.
- The CP Coordinator will be notified if a submission is not made even after the internal deadline has passed, and remedial/punitive action will be taken.
- If the student continues to fail to submit as the deadlines approach, the CP Coordinator and the parents are notified, both directly and in writing.
- In extraordinary circumstances, such as illness or an emergency, the CP Coordinator may evaluate the policy. If the candidate's circumstances are reasonable, the CP Coordinator may seek a deadline extension or retake.
- If no work that has to be internally reviewed is presented, the IBIS entry will receive a 'F' for the subject/level involved. The candidate will be marked absent if no externally assessed work is submitted.
- The Academic Honesty Policy is distributed to all instructors and discussed at IB collaborative sessions as well as in departmental meetings. If a supervisor or instructor suspects academic dishonesty, they will refuse to verify the student's work and report it to the CPC, who will take necessary action according to the Academic Honesty Policy's recommendations.

REPORTING AND RECORDING IN CP

- The Assessments in the CP are recorded on Google Drive.
- All pupils' achievements will be reported once a year. Teachers and the CP Coordinator must examine and sign report cards before submitting them to the Principal for approval.
- Each component is rigorously assessed in line with assessment criteria developed by subject instructors in compliance with IB requirements. The same is conveyed to students.
- In the IBCP, each year is separated into two terms. Each term has one semester-ending exam based on the evaluation standards of DP individual subjects in the final IB exams. Achievement is assessed on a scale of 1 to 7, with grades ranging from 1 (lowest) to 7 (highest). For each discipline, students and parents receive detailed feedback on their level of success according to each grade description. IBDP Grade Boundaries: For Semester Exams, grades are assigned based on IB principles and grade boundaries. These are updated as and when updated by the IB. A detailed subject specific grade descriptor is mentioned in the report card for the purpose of easy reference.
- Semester 4 consists of mock examination for year 2 exclusively. Mock IB examinations are held at the school with the goal of evaluating students' learning strengths and weaknesses in order to better prepare them for the external IB DP subject exams.
- For CP Core – Language Development, Service Learning and Personal and Professional Skills, the school conducts formative assessments which forms the basis of reporting in each term. This is followed by the portfolio submission in CP year 2. Students will receive feedback on each school based assessment task completed in the form of criteria/rubric, score and teacher commentary.
- Absence: If a student is unable to attend an examination owing to unforeseen circumstances, the student or his or her parents/guardians must present relevant proof to support the reasons and can request the school's academic administration for a retake of the examination. The examination board may consider such a case and recommend a retake depending on the circumstances presented.
- The school shall generate individual students' progress reports to be distributed to students and/or parent/guardian at the end of semesters.
- After the Examination Board confirmation and approval of results, the results will be uploaded to the Student Portal.
- At the end of the Career-related Programme students will receive a summative statement of their achievements in the form of an academic transcript - similar to the Semester Report, which will provide a summary of the levels of achievement (DP subjects), grade (Reflective Project) or satisfactory completion (CP Core) which they can use for post-secondary applications.

PROMOTION POLICY: CP

To be able to promote from CP Year 1 to CP Year 2 at our school, students should fulfill these conditions:

☐ Student has at least 85% cumulative attendance as per school records.
☐ Student does not have any issue pending on plagiarism or malpractice.
☐ Student should have satisfactorily completed (with required documentation) all CP core requirements as per the IBO expectations.

IBCP Board Requirements - This information been taken from *IB Career-related Programme Assessment procedures 2022 .*
Every CP student should have satisfied the below IB requirements for award of IB CP Certificate. All candidates will receive the IB CP statement of results detailing achievement in the DP subjects and reflective project along with the status of completion of the CP core. The IBCP certification has been recognized by accredited by the AIU association of India. For the purpose of application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

1. The candidate has completed the specified career-related study.
2. The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP
3. The candidate has been awarded a grade of at least a D for the reflective project. A sample of the school's reflective projects will be moderated by the IB
4. All personal and professional skills, service learning and language development requirements have been met
5. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

RESPONSIBILITIES: IB Coordinator

☐ Candidates must be registered for an examination session by the deadline specified in the MYP/DP/CP Assessment processes.
☐ Upload the applicants' e-Portfolios for moderation by the deadline specified in the MYP Assessment process.
☐ Devise the timeline of submission of tasks along with the teachers and the students .
☐ All students must be given copies of the school's IA procedures, TOK, EE, and Reflective project Handbook, and teachers must instruct them on the assessment criteria and IB requirements in each of these areas. The coordinator ensures distribution of IB assessment materials to teachers.

- All students and parents will be given an orientation programme to introduce them to the MYP/DP/CP Policies and Procedures, which will cover not only the different topics and levels, but also TOK, CAS, EE, Elements of CP Core, CRS and e- Portfolios. They are taught about the assessment standards, criteria, deadlines, particular subject/level requirements, and other parts of the MYP/DP/CP.
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies.

RESPONSIBILITIES: Teachers

- Teachers must impose internal deadlines and notify MYPC/DPC/CPC if students fail to meet them on a regular basis.
- The instructor is expected to inform pupils of approaching deadlines, and in the event of any student's neglect, the teacher, together with the DPC/CPC, must meet with the parents. Students may be held in school for the duration of the task.
- The individual subject instructors must provide hard copies of signed cover sheets, final versions of all IAs, EEs, RPs and TOK essays, as well as appropriate forms and evaluation material, to the IBDP/CP coordinator after thorough review.
- To achieve thorough knowledge, teachers must show students examples of IAs, EEs, RPs and TOK work.
- Teachers teaching the IBDP/CP must follow the instructions given in their subject guides.
- Maintain appropriate communication regarding each student's progress with IB Coordinator to adequately monitor student progress.
- Communicate with students and parents frequently regarding students' progress.
- Analyze assessment data to identify patterns of student performance and need.

CONDUCT OF EXAMINATIONS

The school assessment team is responsible for the conduct of internal examinations in school. The examinations will be conducted in compliance with the IBO norms. Academic dishonesty during examinations will result in severe consequences, as outlined in the academic honesty policy. The IB coordinator along with the assessment team ensures that invigilators understand their roles in ensuring that topic examinations go smoothly and efficiently. The following protocols must be strictly adhered to at the time of subject examinations:

• The IB coordinator along with assessment team makes sure that all question papers and supporting materials are received on time

• The IB coordinator ensures that the test papers are kept in a secure location with limited access and that they have not been tampered with. The packet is opened in the presence of the invigilators and pupils in the examination room.

• Subject teachers are responsible for double-checking that all papers have been printed accurately and that all relevant support materials are available.

• Each invigilator is given a copy of the IB examination conduct, which they bring to the examination hall.

IB coordinator is responsible for all final IB examinations and must monitor them in accordance with 'Assessment Procedures' and 'conduct of Examinations' document published each year on My IB.

Independent practice

PYP
Home tasks are assigned on weekly basis depending upon the progress of the child.

MYP/DP/CP
Effective homework assignments should create independent study abilities, reinforce fundamental skills, enhance and expand school experiences, develop initiative, responsibility and promote initiative, responsibility, and self-direction, encourage parents to understand and support the Programme by helping students learn to manage their time.
Home tasks will be assigned regularly as an independent activity, which allows students to practice and apply what they have learnt in class.

The instructor will explain the homework rules to students and parents at the start of each course, including how it affects report card marks. Homework is intended to help students learn more.

Each course will need a minimum of 2-3 hours of homework each week for diploma students (2 for SL, 3 for HL). When assigning and grading homework, KRMGS teachers will follow the IB assessment philosophy.
Effective assessment, according to the IB assessment concept, connects with students and delivers feedback.
We will also analyze assessment data in order to offer relevant feedback and use student self-evaluations to consolidate student learning, as per the IB philosophy.

Promoting the use of 'command terms' in MYP, DP & CP

o   Command terms are embedded in the objectives and assessment criteria of each subject group.

o   An understanding and mastery of the command terms   is an ATL skill that can be applied across the subject groups.

o   The MYP command terms are fully aligned with the command terms in DP.

o   Teachers explicitly explain the use of command and terms within the context of the subject groups and the development of interdisciplinary ATL skills.

o   Not only this, teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. Responses and performances is expected to progress with students maturity and intellectual development.

Marking in MYP, DP & CP

o   Marking of school based assessments in MYP/DP can be undertaken in various ways depending on the nature of the task. Sometimes it is very objective—the student could be either right or wrong—and this is often the case if the answer requires only a couple of key words, or for the student to select from a number of possible answers. On other occasions it is far more subjective, requiring the teacher to judge whether the student has produced an acceptable response, or which of several statements, known as "mark bands", best describes its fit to the perfect answer. These bands are achievement levels (numerical values) achievable under each criterion. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2.

o   In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their professional judgment in determining the descriptor that best fits the student's performance.

o   While marking, the criteria must be (as far as possible) considered independent of each other.

Learning support requirements - Framework, including internal and external assessments for identified learning support students.

o   These adjustments could include changes in the presentation of the test, method of response, Additional time Allowance, Rest Periods, Use of ICT or scribe, reader, communicators, promoters, alternative venue for examinations, extension to deadlines, deferral of external assessment to a future session, other exemptions.

o   It is followed that in case changes to specific aspects or specific criteria of the assessment is required, the overall learning outcome remains the same. This option is practiced only when it's absolutely necessary and for school-based assessments only. The teachers must discuss this with the coordinator and a final decision to allow the same will be made with the approval of the head of the school who may additionally seek advice from the examination board.

o   Request for access arrangements need to be made by the parent in writing to the respective IB coordinator for all external examinations or as per the Coordinator's advice. This has to be submitted six months before the written examinations to the IB for approval, therefore parents must give sufficient time to the coordinator to make arrangements for the same.

MYP

o Candidates who require access to any of the e-Portfolio summative assessment tasks, such as speaking and listening, can be authorized inclusive assessment arrangements.

o   Based on performance in MYP Year 4 (Grade 9) and medical reports (if applicable) the students with special needs may be advised to choose subjects for E- assessment (from the Sciences and Individuals and Societies subject groups, all other subjects remain mandatory). The parents, MYPC, head of school and career counselor are looped in for the decision making.

DP/ CP

Access arrangements are available for Diploma Programme, Career-related Programme students studying Diploma Programme courses and for the Career-related Programme reflective project for external examinations: The following supporting documentation must be submitted for availing IB authorized access arrangements -

1. Medical/psychological/psycho-educational documentation or a language test report (for additional language learners).
2. One piece of educational evidence – For example, anecdotal observations, Assessment samples, IEP, evidence of correspondence or records from a previous school (in case of transfer students)

Oral Components – For inclusive access arrangements for recorded submissions, teachers must:

- Mention the authorized arrangements in the "Teacher (marking) comments section on the "Teacher criteria mark entry" screen for all recorded submissions of internal components.
- Announce the authorized arrangements at the start of the recording for all recorded submissions of external components.

Connection with other policies

o   **Admission Policy**-At the time of admission, the school carries out formal/informal assessment of the students in order to decide on appropriate learning or behavioral support. The admission criteria and form of assessment during admission differs at every level and is mentioned in the Admission Policy.

o   **Language Policy**-All student language needs will be considered when creating and implementing assessments. For further information regarding the use of languages refer to the KRMG Language Policy.

o   **Inclusion Policy-–** Students with special needs will be provided with inclusive assessment arrangements. Assessments will follow all protocols mentioned.

o   **Academic Honesty Policy-**Students at KRMGS are taught to be principled learners and are aware of the consequences of Academic dishonesty. Students are required to adhere to the Academy Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB coursework assessment requirements in DP and CP.

POLICY REVIEW

WHO - Primary Years Program Coordinator, Middle Years Program Coordinator, Diploma Years, Program Coordinator Head of School, Teacher representatives from each program.

WHEN - The policy will be reviewed annually by the review committee.
Next review- May 2023

HOW - The team will review the implementation of the policy in the previous year and identify any requirements for modifications and improvements. After a thorough consideration, the changes if any will be implemented in the next version of the Assessment Policy. The reviewed policy document will be shared with all the stakeholders for suggestions and inputs for consideration.

IMPLEMENTATION OF THE POLICY - will be reviewed by the School Leadership Team which consists of the Principal, the Programme Coordinators and the Heads of various departments, Examination team, as part of the observation process.

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IBO, Career-related Programme: Language development guide For use from December 2015
IBO, Career-related Programme: Reflective project guide For use from August 2016
IBO, Career-related Programme: Service learning guide For use from December 2015
IBO, Diploma Programme: From principles into practice For use from August 2015
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IBO, PYP: Learning and Teaching-Assessment in Primary years, 2018

Appendix – 1
MYP Grade Descriptors

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appendix -2

DP Grade Descriptors

Studies in language and literature - English

Grade 7
Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6
Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5
Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4
Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3
Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings

of the work(s) are explored.

Grade 2
Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in

Grade 1
Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

French Language B (HL)

Grade 7
Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6
Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5
Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a

good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4
Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3
Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2
Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1
Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

French Language B (SL)

Grade 7
Students speak clearly, fluently and naturally; use a varied and idiomatic range of

language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6
Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5
Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4
Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3
Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2
Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1
Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

French Language ab initio (SL)

Grade 7
Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas. **Interactive skills:** students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.
Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately.
However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6
Receptive skills: students respond clearly too all basic and most complex information and ideas.
Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.
Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5
Receptive skills: students generally respond clearly too basic and some complex information and ideas. **Interactive skills:** students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.
Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some

complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4
Receptive skills: students respond clearly to most basic information and ideas.
Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.
Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3
Receptive skills: students sometimes respond clearly too basic information.
Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.
Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2
Receptive skills: students rarely respond clearly too basic information.
Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.
Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1
Receptive skills: students very rarely respond clearly too basic information.
Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.
Productive skills: students very rarely develop ideas; they very rarely use simple cohesive

devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Individuals and societies- Business Management

Grade 7
Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analyzing and evaluating data or problem solving.

Grade 6
Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse , evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5
Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Sciences

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar.

Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full

attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6
Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5
Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Mathematics

Grade 7
Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6
Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator's functionality when required.

Grade 5
Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, Notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Environmental systems and societies SL

Grade 7

Demonstrates: comprehensive and sound knowledge and understanding of relevant environmental systems and societies (ESS) concepts and issues; well-structured, clearly expressed accounts with consistently appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that show some originality; some informed appreciation for a range of viewpoints or value systems alongside their own; thorough, well-balanced and insightful analysis or argument with thorough evaluations;

ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence or arguments, and that include some critical reflection. Analyses and evaluates quantitative and/or qualitative data thoroughly.

Practical work demonstrates: insight and independence to design and complete innovative practical investigations with thorough regard to ethical issues and highly competent investigative and analytical techniques; innovative and effective conclusions to resolve authentic problems; an appreciation and effective attempt to minimalize the potentially harmful impacts of the study; thorough discussion of an environmental issue that provides a detailed explanation of the research question.

Grade 6
Demonstrates: a wide breadth of sound knowledge and understanding of relevant ESS concepts and issues; structured, clearly expressed accounts with appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that may show hints of originality; some informed acknowledgement of a range of viewpoints or value systems alongside their own; thorough, well-balanced analysis or argument with valid evaluations; some ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data with a high level of competence.

Practical work demonstrates: some innovative thinking and independence to design and complete investigations in an ethical manner with competent investigative and analytical techniques; highly competent and reasonable conclusions to resolve authentic problems; an appreciation and valid attempt to minimize the potentially harmful impacts of the study; highly competent discussion of an environmental issue that provides a clear explanation of the research question.

Grade 5
Demonstrates: several areas of sound knowledge and understanding of relevant ESS concepts and issues; generally clearly expressed accounts with largely appropriate use of ESS terminology; effective use of relevant examples that include some explanation; some informed awareness of a range of viewpoints or value systems alongside their own; Clear analysis or argument that shows a degree of balance and attempts at evaluation; some ability to engage effectively with complex or unfamiliar problems; identifiable judgments or conclusions that are partially supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data competently.

Practical work demonstrates: some independence to complete investigations in an ethical manner with appropriate investigative and analytical techniques; relevant and pertinent conclusions to resolving authentic problems; some appreciation of the potentially harmful impacts of the study and some reasonable attempts at minimizing them; a competent discussion of an environmental issue that generally explains the research question.

Grade 4
Demonstrates: one or two areas of sound knowledge and understanding of relevant ESS concepts and issues; sometimes clearly expressed accounts and largely appropriate use of ESS terminology; some use of relevant examples with very limited explanation; some awareness of other viewpoints or value systems alongside their own; some clear but patchy analysis or argument with a limited attempt at balance; some ability to solve simple or familiar problems; identifiable judgments or conclusions that are supported by very limited evidence or argument.
Demonstrates some analysis or evaluation of quantitative or qualitative data.
Practical work demonstrates: an ability to complete fairly routine investigations in an ethical manner with some appropriate investigative and analytical techniques; some conclusions relevant to the problem under study; occasional appreciation of the potentially harmful impacts of the study; an outline of the environmental issue and identifies a link to the research question.

Grade 3
Demonstrates: only vague, partial knowledge and understanding of relevant ESS concepts and issues; generally unclear accounts and relevance with some isolated use of ESS terminology; examples that lack relevance and explanation; very limited awareness of viewpoints or value systems other than their own; analysis/argument is lacking or no more than a list of facts/ideas; very limited ability to solve simple or familiar problems; judgments or conclusions are unclear and not supported by evidence or argument.
Practical work demonstrates: an ability to complete a basic investigation, with vague recognition of ethical issues and simplest of analytical techniques; some partial conclusions of some relevance to study; very limited appreciation of the potentially harmful impacts of the study; a limited grasp of environmental issue and link to the research question.

Grade 2
Demonstrates: fragmented or limited knowledge but little understanding of relevant ESS concepts and issues; generally incomprehensible accounts with very little, if any, use of

ESS terminology; examples (if any) that are incomplete and or irrelevant; limited ability to express their own viewpoints or value system; no evidence of real analysis/argument; attempts to solve simple or familiar problems are incorrect/unsuccessful; no clear attempt to make judgments/conclusions.

Practical work demonstrates: an ability to undertake basic investigations with little recognition of ethical issues and requiring considerable guidance and instruction; attempts at conclusions that are largely incorrect or irrelevant; no valid appreciation of the potentially harmful impacts of the study; identification of environmental issue is unclear or absent, and may not be linked to the research question.

Grade 1

Demonstrates: very little knowledge of relevant ESS concepts and issues; incomprehensible accounts with no use of ESS terminology; no recognizable use of examples; expresses no clear viewpoint/value system; no analysis/argument; no significant attempts to solve simple or familiar problems; no judgments/conclusions.

Practical work demonstrates: an ability to undertake very basic investigations with limited regard for ethical issues and completely dependent on supervised instruction; attempts at conclusions are either absent or completely incorrect/irrelevant; no recognition of the potentially harmful impacts of the study; no identification of an environmental issue.

Extended essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analyzed; sustained reasoned

Argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B
Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analyzed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.
Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C
Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.
Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D
Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; "at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline,

which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E
Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of knowledge

Grade A
Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B
Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C
There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D
There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E
There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

Appendix - 3
COMPOSITION OF THE EXAMINATION BOARD

o   The Head of School- responsible for Assessment in the whole school.

o   The IB Coordinators - responsible for guiding and monitoring assessment in their respective school section.

o   Examination In charges - the administration, management and conduct of examination.

Appendix - 4
DP CORE POINT MATRIX

		Theory of knowledge (TOK)				
	Grade awarded	A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				