



ASSESSMENT POLICY

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1. INTRODUCTION

1.1 IB's 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 programs of international education and rigorous assessment.

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

1.2 School's 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.

1.3 School's Vision

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

1.4 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.

1.5 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.

1.6 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.



2. EFFECTIVE ASSESSMENT

2.1 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, analysing and understanding students' learning and what needs to be improved.
- Involvement of students in the development of some of the assessment tools and activities.

2.2 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.

2.3 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.



3. ASSESSMENTS

3.1 Types of assessments

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.

- 3.1.1 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.
- 3.1.2 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.
- 3.1.3 Assessment as learning:** It is aimed at determining the level of achievement of a student at the end of the course.
- 3.1.4 Assessment of learning:** It helps in assisting teachers use evidence of student learning to assess student achievement against learning goals and standards.

3.2 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.



3.3 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 act.

3.4 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:

- 3.4.1 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.
- 3.4.2 Exemplars:** a concrete sample of examples that serves as a standard of work against which other work can be judged.
- 3.4.3 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 behaviour 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.
- 3.4.4 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.

4. PYP ASSESSMENT POLICY

4.1 Philosophy and principles of assessments

Assessment in Primary Years Programme is an ongoing process of gathering and analysing evidence of student learning to inform teaching. It involves collaboration between teachers and students to monitor, document, and adjust learning according to varied needs of the learners. Students actively engage in assessing and reflecting on their progress, using feedback to guide their next steps. An effective assessment culture develops assessment capabilities within the learning community, with clear communication of learning goals and success criteria. Assessment design integrates both backward and forward-looking perspectives.

4.2 Effective assessment for students' in PYP addresses

- All core elements of PYP to be assessed - knowledge, skills and conceptual understandings
- Assessment is meaningful as it fosters real-world connections and is clear and specific, outlining desired learning goals, success criteria, and the processes students engage in during their learning journey
- Students are active participants in the learning process, demonstrating their understanding through reflection.
- It actively involves both teachers and students in developing and evaluating assessments, with students showcasing their understanding through reflection as integral participants in the learning process.
- Assessment uses a wide range of tools and strategies to support student learning. It provides feedback on current learning to establish future learning goals.

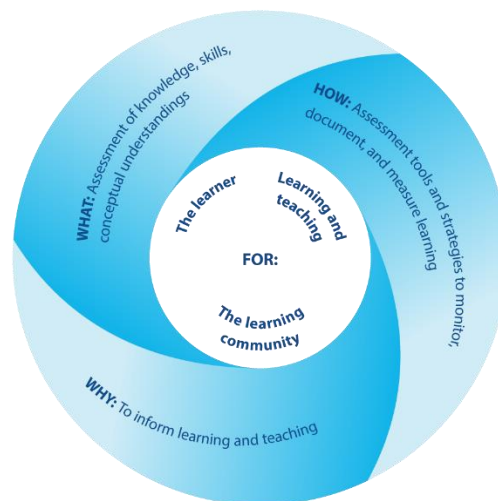


Fig. 1. Integrating assessment (PYP learning and teaching)



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

4.3.1 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.

4.3.2 assessment for learning (formative assessment): 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.

4.3.3 assessment of learning (summative assessment): Its goal is to certify and to report on the learning process. Following 'backward by design' method, the Units in all subjects are planned to ensure that the learning outcomes of the subject in focus are met. For this, the Summative assessment is planned to develop the facilitation of teaching-learning transaction. Summative assessments are opportunities for students to show their understanding in authentic contexts and/or unfamiliar situations and to apply it in new and flexible ways. The assessment can be a combination of two or more concepts. The mode of assessment can be through different ways

4.3.4 assessment 'as' learning: Assessment as learning is a part of a process, the goal of which is to support students in evolving into self-regulated lifelong learners. In this ongoing, interactive process, students are active agents in their own learning by planning, monitoring, reviewing and reflecting on their learning goals, with the objective of modify and adjust learning. Students are given opportunities to engage in self-assessment and peer assessment to become self-capable learners.

4.4 Assessment tools

- Anecdotal records
- Benchmarks/exemplars
- Checklists
- Rubrics: Written, visual or oral reflections, Observations



- Graphic organizers, oral discussions, presentations, peer and self-reflections and evaluations, reflective journal/process report

4.5 Reporting in PYP

Communicating the student's progress to parents is very important. The school believes in regular and efficient communication channels between the school and parents.

- 4.5.1 weekly newsletter:** It is an important aspect of the communication that the school utilizes 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.
- 4.5.2 Term end report:** An online Report Card is shared with the parents at the end of Term 1 and Term 2. Along with the achieved grades, the teachers also write detailed subject remarks notifying student's strengths, weaknesses and their recommendations in each subject.
- 4.5.3 class assemblies:** Assemblies display the student's learning of the essential elements of PYP and demonstrate the learning under the TD Theme.
- 4.5.4 conferences:** The purpose of conferences is to share information between teachers, students and parents. The type of the conference is chosen as a medium of reporting based on its function and relevance in place and time. The following structures are used:
- 4.5.5 Three ways:** It involves the student, parents and teacher. It is a formal reporting session led by the students with the support from teachers to share their learning with parents. Student, parents and the teacher collaborate to discuss student's strengths and identify areas for improvement to set future goals.
- 4.5.6 Teacher-parent(s) (PTM):** Formal feedback is provided to parents regarding their child's progress, developmental needs, and details about the school's program. The teacher communicates any specific concerns to parents along with the overall expectations for their child's learning process. Apart from the PTMs, the parents are also encouraged to meet the teachers or Programme Coordinator to discuss the child's performance, if needed.
- 4.5.7 Student-led:** Student-led conference is an exercise in self-reflection for the child. The students are responsible for leading the conference where they share their achievements and their process of learning with their parents and their form tutor. It may involve students demonstrating their understanding through a variety of different situations, discussing and reflecting upon samples of work and formulating goals to share with their parents. It enables parents to gain a clear insight into the kind of work their child is doing.

4.6 Documenting learning



Documentation of learning is shared to make the learning process visible and transparent. It offers insights into student progress and allows for reconnection with learning goals and success criteria. Both students and teachers record learning objectives, questions, reflections, and evidence of learning through various formats

- 4.6.1 learning logs or journals:** These are used to record feedback and reflections of ongoing learning in the classrooms.
- 4.6.2 Digital learning stories:** School maintain and documents events, special learning tasks, engagements, activities, and learning processes through short video clips and photographs. These visual narratives capture and showcase the students' experiences and achievements, making their learning journey accessible and engaging.
- 4.6.3 Portfolio:** 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, both, as an individual and as a group learner. Teacher maintains and shares a digital portfolio of the child's photographs/videos showing his/her journey of learning during various units of inquiry and single subject areas. It showcases the 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.

4.7 PYP exhibition

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

4.7.1 Purpose of PYP exhibition

- Engage in an in-depth, collaborative inquiry.
- Demonstrate agency and responsibility for their learning.
- Demonstrate attributes of the IB learner profile.
- Explore multiple perspectives.
- Synthesize and apply their learning.
- Reflect on their PYP education.
- Celebrate their transition to the next stages of their educational journey
- Take action

4.7.2 Role of students in PYP exhibition

- Initiated by Students



- Designed by Students
- Collaborative task
- Action oriented

4.7.3 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.



5. ASSESSMENTS IN MYP

- The primary goal of MYP assessment is to support and encourage student learning.
- MYP students engage in assessments for, as, and of their learning, ensuring a well-rounded evaluation.
- By assessing students as they build both disciplinary and interdisciplinary understanding, teachers can identify learning needs to better inform and enhance the learning process.
- MYP assessment requires teachers to evaluate prescribed subject-group objectives using specific assessment criteria for each subject group, every year. Each strand of all criteria is assessed twice annually.
- To enable students to achieve their highest potential, MYP teachers design rigorous tasks that incorporate a variety of assessment strategies.
- Teachers use their professional judgment to make informed decisions about student achievement, guided by transparent, pre-established criteria.
- Across diverse assessment tasks (authentic demonstrations of understanding), teachers use descriptors to determine students' achievement levels against set criteria. MYP internal, school-based assessments adopt a “best-fit” approach, where teachers collaborate to establish common standards and holistically evaluate each student's performance.

5.1 Key assessment practices in MYP

- In each subject, students are assessed based on four key criterion objectives. The assessment criteria for Years 1, 3, and 5 are provided in the MYP subject-group guides, which are followed by teachers.
- Task descriptions are clearly presented to students, and their achievement levels are then determined accordingly.
- Teachers evaluate final grades using IB-prescribed assessment criteria, assessing each student against every criterion at least twice during the school year, which is divided into two semesters—Semester 1 and Semester 2.
- Students are required to meet all deadlines for their work. To help foster respect for deadlines and professional integrity, if a student misses a deadline:
 - A final opportunity to submit the work will be granted after discussion with the facilitator or coordinator. If the student still fails to meet the deadline, a ‘0’ achievement level will be awarded. Teachers may still provide feedback based on the circumstances.
- MYP assessment is crucial in evaluating and guiding the development of ATL skills, particularly those closely aligned with subject-group objectives.



- For group work assessments, teachers carefully document everyone's contribution within the group to ensure that achievement levels for each student are accurately determined.

5.2 Formative & Summative assessment practices:

- Formative assessments are conducted throughout each unit, with students receiving formal feedback from both their peers and teachers at least once during the unit. Teachers provide constructive feedback on submitted tasks to promote student growth. These formative assessments are designed to prepare students for the final summative assessment or the concluding unit task.
- Summative assessments task for each unit are given to the learners using various tools by subject teachers in the unit planner along with the Criteria for assessment. The Summative assessment is conducted on AssessPrep and it is as per the IB format. Students will be assessed on the MYP objectives for a specific subject area and scored on the MYP grading scale.
- 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.

5.3 Assessment practices

5.3.1 ATL skills development: Assessments play a vital role in supporting the development of ATL (Approaches to Learning) skills. Through continuous feedback, students are encouraged to reflect and plan their learning with the guidance of teachers. Learning engagements are designed with specific ATL skills in mind, and teachers focus on various skill strands when preparing these engagements. This targeted focus helps teachers create more engaging and effective classroom activities. Horizontal and vertical alignment charts are updated regularly based on meetings and discussions, allowing teachers to collaborate and communicate on matters related to ATL skills and syllabus content. While the assessment of ATL skills is an ongoing process, parents receive formal feedback on their child's progress bi-annually through report cards.

Assessments are carefully designed to align with subject-specific aims and objectives. Resources provided by the ATL coordinator and the school librarian support teachers in exploring effective strategies and techniques



during the planning process. Formative assessment tasks give students opportunities to develop their ATL skills, while teachers co-construct assessment rubrics with students. This approach empowers students to take ownership of their learning journey and helps them plan effectively.

5.3.2 Teachers' Collaboration: Teachers collaborate to design self-assessment rubrics, which encourage reflection and continuous improvement in teaching strategies. This process supports teachers in enhancing their teaching methodologies and developing more effective learning strategies. The development of ATL skills is an ongoing journey that spans the entire learning process.

5.3.3 Self-Assessment: Self-assessment is a continuous process that enables students to set personal goals and strategies for their development. Throughout teaching and learning sessions, students are guided to identify areas of weakness in each subject. Teachers then organize individual or group sessions to help strengthen these areas. Students are introduced to grade descriptors and assessment criteria for Assessments and are encouraged to assess their coursework against rubrics before submitting it for moderation.

5.4 Assessment Strategies

5.4.1 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.

5.4.2 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.

5.4.3 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.



5.4.4 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.

5.4.5 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).

5.5 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 consider the requirements of students with learning support requirements.

5.6 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.

Note - 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.*

5.7 MYP IB e-Assessments

- 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 examinations – Subjects:** Language and Literature, Language Acquisition – French/Spanish/Hindi, Integrated Humanities – Individual and Societies, Sciences – Integrated Science, Biology, Chemistry, Physics, Mathematics – Standard / Extended, Interdisciplinary Unit.
- **Coursework e-portfolio:** Design / Physical and Health Education / Visual Arts
- **Personal Project**

5.8 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 Program coordinator will upload the relevant candidate's files.

5.9 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 considering a global context. As KRMGS opts for May session, the global context will be published in November by the IB.

5.10 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.

5.11 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 program, 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 of the followings:
 - a. Design,
 - b. Physical and Health Education, or
 - c. Visual Arts
- 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.

5.12 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 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.

5.13 MYP Recording Assessment Data

- The Assessments in MYP are recorded on Google Classroom.
- 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.



5.14 MYP Assessment Criteria across the subject groups

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	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
Visual 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 analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Unit	Disciplinary grounding	Synthesising	Communicating	Reflecting
Personal Project	Planning	Applying skills	Reflecting	-

5.15 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.

5.16 Internal Standardization Process

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 IB MYP Coordinator is responsible for setting the guidelines and monitoring 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 IB MYP 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 address 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 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.



5.17 Promotion Policy

The students are not held back / failed in the Middle Years Program (year 1 to 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.



6. ASSESSMENTS IN DP: AIMS

- Measure the level of student learning and assess the quality of teaching, using assessments as a tool to understand classroom effectiveness and student progress.
- Provide constructive feedback that supports and encourages teaching and learning, guiding students towards continuous improvement and mastery of content.
- Promote a positive mindset towards learning by encouraging resilience, curiosity, and a love for inquiry through the assessment process.
- Utilize assessments as instruments to develop strategies and tools that enhance teaching effectiveness, ensuring alignment with learning goals and student needs.
- Enable students to demonstrate their analytical abilities in both internal and external subject-specific assessments, as well as in the core elements of the DP (Theory of Knowledge, Extended Essay, and CAS).
- Provide students with varied experiences through assessments, helping them to relate to globally relevant issues, and apply their learning to real-world challenges.
- Encourage students to become reflective and internationally minded, able to navigate diverse cultural and linguistic contexts while understanding global perspectives.
- Inspire students to become thinkers and inquirers, guiding them on a journey of exploration and discovery that nurtures critical thinking and a deeper understanding of the world.
- Ensure that students with learning support requirements have access to appropriately designed assessments that allow them to explore their skills and experience a sense of accomplishment, promoting inclusivity in learning outcomes.

6.1 DP Assessments Practices

6.1.1 Criterion-Based Assessment: The DP assessments at KRMGS are criterion-referenced rather than norm-referenced, ensuring that student performance is measured against specific learning criteria rather than compared to the performance of others. This approach is clearly explained to both students and parents to establish transparency and understanding.

6.1.2 Command Terms Integration: Instructors across all DP subjects consistently use command terms to guide learning and assessment. Teachers are responsible for explaining the significance and expectations behind these command terms, ensuring that students can accurately interpret and respond to assessment tasks aligned with IB standards.

6.1.3 Subject-Specific Grade Descriptors: Each subject has its own distinct grade descriptors, which differ from the overall DP grade descriptors. These subject-specific descriptors are regularly discussed with students, allowing them to



understand the specific expectations and standards for performance in each subject area.

- 6.1.4 Engaging and Purposeful Assessments:** All formative and summative assessments are designed to be both engaging and purposeful, ensuring that they captivate student interest while maintaining a clear link between the content that is taught, and the learning outcomes being assessed. The assessments aim to reinforce the connection between the taught and the learnt, fostering deeper understanding.
- 6.1.5 Timely Communication of Assessments:** Both formative and summative assessments are communicated to parents and students well in advance through email, ensuring that all stakeholders are aware of upcoming assessments. For Term-End Assessments (TEA), a formal communication is sent from the DP Coordinator's desk, including the date sheet and test specifications, providing clarity on assessment schedules and expectations.
- 6.1.6 Timely Feedback:** Assessment is most meaningful when coupled with timely feedback. To ensure that learning is effective, teachers are expected to provide feedback within one week of task submission, allowing students to promptly reflect on their performance and make necessary improvements.
- 6.1.7 Peer and Self-Assessment:** To enhance the effectiveness of assessment, peer assessment and self-assessment are sometimes incorporated, enabling students to reflect critically on their own and their peers' work. Feedback is also gathered from students and parents regarding the teaching and learning process, ensuring a holistic approach to improving educational practices.
- 6.1.8 Teacher Observations for Feedback:** Subject teachers occasionally observe each other's classes to provide regular feedback on the teaching and learning process. This practice promotes collaboration, continuous improvement, and alignment in instructional strategies across the DP.
- 6.1.9 Language Focus Across Subjects:** As all DP teachers are language teachers, they are expected to emphasize correct punctuation, spelling, and grammar in addition to subject content in both formative and summative assessments. This focus on language accuracy is in accordance with the Language Policy and aims to develop students' communication skills across disciplines.
- 6.1.10 Structured Formative and Summative Assessments:** Besides regular formative assessments in every subject, the DP programme includes unit-end assessments and four summative assessments (referred to as Term End Assessments—TEA 1, 2, 3, and TEA 4, with the latter serving as a mock examination). These assessments ensure a comprehensive evaluation of student learning throughout the two-year DP programme.
- 6.1.11 Feedback on First Drafts:** Teachers provide one feedback on the first draft of key assignments such as the Internal Assessment, Extended Essay, TOK Exhibition commentary, and TOK essay. This practice follows the guidelines outlined in the subject guides, ensuring consistency and adherence to IB standards.



6.1.12 Standardisation and Moderation: In subjects where more than one teacher is involved, a process of standardization and moderation is followed for both formative and summative assessments. This ensures fairness, accuracy, and consistency across assessments, as outlined in this document.

These practices ensure that the assessment process at KRMGS aligns with the IB's commitment to fairness, transparency, and meaningful learning, fostering both student engagement and academic growth.

6.1.13 Accommodations for Inclusive Assessment: At KRMGS, we are committed to fostering an inclusive and equitable learning environment that ensures all students can demonstrate their abilities. For students registered under the Inclusive Assessment Requirements, the school adheres to IB guidelines, providing accommodations tailored to meet individual learning needs. These accommodations promote fairness while maintaining the integrity of the assessment process.

6.1.14 Accommodations Provided: Students eligible for accommodations are entitled to support such as scribes, short breaks, extra time, prompters, and typing assistants during assessments, where applicable. These accommodations are pre-approved by the IB following their guidelines and are extended to internal assessments and examinations.

The accommodation is implemented to align with the school's Inclusive Access Policy, ensuring that all students receive the necessary support to perform to their fullest potential.

6.1.15 Support Beyond Accommodations: In addition to assessment accommodations, students requiring intervention are provided with differentiated learning resources and materials that scaffold their learning. This differentiation ensures that students with diverse learning needs have access to appropriate and varied resources, promoting deeper understanding and engagement. By ensuring these accommodations and interventions are in place, KRMGS aims to create a supportive learning environment where all students, regardless of their learning needs, can achieve academic success and develop confidence in their abilities.

6.1.16 KRMGS DP Assessment Policy: Academic Integrity (Refer [KRMGS Academic Integrity Policy](#)): At KRMGS, we uphold the highest standards of academic integrity in all assessments and submissions, fostering a culture of honesty, responsibility, and ethical scholarship. We maintain a strict zero-tolerance policy on plagiarism and academic misconduct to ensure that students' work reflects their genuine efforts and understanding.

Key Aims:

- a. Zero Plagiarism Policy: KRMGS enforces complete academic integrity, with a firm commitment to zero plagiarism across all forms of assessment, including internal submissions and those sent to the IB.
- b. Use of Turnitin: To ensure authenticity, KRMGS subscribes to Turnitin, a leading plagiarism detection tool. All major assessment components,



particularly those submitted to the IB, are passed through Turnitin for plagiarism checks, especially in cases of dramatic performance escalation or suspected collusion.

- c. **Citation and Referencing:** To promote academic honesty, students are taught and required to use proper citation and referencing in the MLA format for both e-coursework submissions to the IB and internal school submissions. This ensures students develop essential skills in acknowledging sources and avoiding academic misconduct.
- d. **Viva Voce:** In cases where plagiarism or collusion is suspected, a viva voce (oral defence) is conducted to verify the authenticity of the work. This practice was especially useful during virtual learning periods, such as the pandemic, where it provided additional evidence to ensure academic integrity.
- e. **Supervision During Virtual Assessments:** To further maintain integrity in virtual assessments, KRMGS recommends adult supervision, or the use of an alternate device positioned to visibly capture the student's main device and workstation. This precaution helps prevent unauthorized access to resources and ensures transparency during the assessment process.

6.2 Forms of Assessments

6.2.1 Placement Assessment: This is for students seeking admission to KRMGS in the Diploma Programme in year 1 or year 2. Prospective students are given admission in based on their performance the best interest of the student. The subjects and their levels are also decided based on the students' interest, capability and the career choice.

6.2.2 Formative Assessments: At KRMGS, assessments are regularly conducted to evaluate students' knowledge, skill development, and the demonstration of learner profile attributes across all six subjects as well as the core components. These assessments are integral to shaping the ongoing teaching and learning process, providing teachers with a clear understanding of each student's current level of knowledge and areas for growth, ultimately helping to maximize student learning. A variety of assessment tools—ranging from verbal to written formats—are employed to monitor student progress and inform instructional decisions. Formative assessment results are consistently shared with students, parents, and relevant subject teachers through collaborative meetings and discussions, ensuring that the teaching strategies can be reviewed and adapted to meet the diverse needs of every student. These assessments play a crucial role in reinforcing subject material and fostering essential skills such as self-discipline, organization, and self-reliance in students. To maintain transparency and coherence, all assessment outcomes are shared with stakeholders through emails ensuring



comprehensive communication and alignment with the school's educational goals.

The assessment structure includes formative assessments for learning (FA) and Unit End Summative Assessments (UESA).

For Year 1 students, the first set of formative assessments in all subjects takes place one month after the start of the programme. This initial set of assessments serves as a benchmark to evaluate students' aptitude and understanding across the subjects they have chosen. Based on the results, their final subject combinations are determined. After finalising the subjects, a series of formative assessments (FAs) and Unit End Summative Assessments (UESAs) are conducted throughout the term, culminating in the Term-End Assessment (TEA), explained later under Summative Assessment - assessment of learning.

For Year 2 students, a similar Unit End Summative Assessment (UESA) is administered one month after the start of Year 2, known as the Mid-Term Assessment (MTA). The MTA includes formative assessments, the Internal Assessment (IA) completed during the summer break, and one Unit End Summative Assessment (UESA). Since predicted grades should reflect the effort and progress from the end-of-year assessments in May of Year 1 through to the start of early college applications in September/October of Year 2, the MTA provides students with an opportunity to improve their grades in preparation for university admissions.

The following practices may be employed for assessments:

- Student self-evaluation guided by the teacher.
- Use of detailed assessment criteria, such as rubrics or matrices, to ensure clarity in expectations.
- Peer evaluation, supervised by the teacher, conducted either in person or using digital tools (e.g., blogs or other ICT resources).
- Adaptation of IB assessment components based on established criteria in all subjects, applied to formative assessments.
- Incorporation of varied assessment methods, including worksheets, presentations, quizzes, debates, and role plays.
- Viva voce may be conducted after formative or summative assessments if the results do not accurately reflect the learner's potential or abilities.

6.2.3 Summative Assessment: In the Diploma Programme at KRMGS, summative assessments are conducted at the end of each unit across all subjects, as well as through Term End Assessments (TEA), which are held twice a year.

- a. In DP Year 1, TEA 1 takes place in December, and TEA 2 is conducted in May.
- b. In DP Year 2, TEA 3 is administered in December, followed by TEA 4 (also known as Mock 1) in March, two months before the final IB May examinations.



These summative assessments are carefully designed to foster and reinforce meaningful student learning, preparing students for success in their final IB examinations.

6.3 Reporting Assessment Results in the Diploma Programme

At KRMGS, we formally report students' progress to parents at various points throughout the academic year. In addition to parent-teacher meetings after TEA 1, 2, 3, and 4 (mock examinations), where parents and students discuss academic progress, we also reach out mid-session if intervention is necessary. After each TEA, performance reports are shared with parents via email, providing the following information:

- Examination grades for all subjects.
- A semester grade, calculated with 60% weightage on the exam (TEA) and 40% on formative and unit-end summative assessments completed to date.
- The student's Approaches to Learning and how these skills have been applied.
- Teachers' comments on students' level of understanding, along with forward strategies that outline improvement targets and steps to achieve them.
- For Year 2 students, the email reports also include a detailed semester grade based on all work completed up to that point, alongside teachers' comments on performance, strategies for preparing for mock examinations, and expectations regarding Approaches to Learning.

6.4 IB May exams in accordance with the guidelines laid down by IB

The May session examinations are held with complete adherence to academic integrity and as per the guidelines mentioned in the conduct of examinations. Notice to candidates is shared with students and parents in advance and a date sheet that is aligned with school timings is also shared. A strong room is in place in the administrative block for the storage of examination material. This is accessed by only the DP or the Head of School in the DPC's absence. The academic block where the assessments are conducted is beyond reach of the other members of the school community during the examinations.

6.5 IB May result

The result that is released by IB on July 5 is disclosed to the students on July 6 as per IB policy. Thorough analysis is done of the result and is also compared with the predicted grades which clearly indicates the expectations of the teachers of their respective students based on the level of understanding and skill acquired by the student in the subject. In case the analysis reveals a possibility of revision of grades then the respective Coordinator suggests to



students and parents to send in a request for enquiry upon result as per the IB guidelines. Any revision of grades thereafter is also communicated to the students and their parents.

6.6 Recording and Reporting Student Progress

At KRMGS, teachers maintain a regular record of students' progress, ensuring clarity, simplicity, and precision in these records. All relevant stakeholders are kept informed through these reports, which are shared via email.

Term-end grades are awarded based on student performance, aligned with the IB grade boundaries established for each subject. These boundaries are derived from the most recent May examination session preceding the next Diploma cohort.

Predicted Grades for both college applications and the IB are based on both quantitative data (compiled from assessments) and qualitative judgement (aligning with IB subject grade descriptors). These predictions are informed by a variety of evidence, including formative assessments, unit-end summative assessments, Term-End Assessments (TEA), and the development of subject-specific skills over time.

The final predicted grade is determined through a collaborative process involving the Diploma Programme Coordinator, Head of School, and the subject teacher, ensuring a "best fit" approach that accurately reflects the student's potential.

The analysis of assessment results, previously managed through ManageBac, is now reviewed via email communication in detail during the Term-End Assessment Meeting (TEAM). During this meeting, subject teachers, the DP Coordinator, and the Head of School discuss performance data and agree on clear strategies to be implemented by both students and teachers for improving student outcomes.

6.7 CORE Assessment in the Diploma Programme

At KRMGS, the CORE components of the Diploma Programme—Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS)—are integral to the holistic development of students and are assessed accordingly.

For **Theory of Knowledge**, assessments include both the **TOK Essay** and the **TOK Exhibition**. These are designed to encourage students to critically engage with knowledge questions, demonstrating their understanding of how knowledge is constructed and applied in real-world contexts. The **Extended Essay** is assessed based on a student's ability to independently investigate a topic of interest through critical research, analysis, and reflection, culminating in a formal academic essay. **CAS**, while not formally graded, requires students to consistently demonstrate evidence of creativity, activity, and service, which



is monitored and assessed through reflections and their ability to meet the seven CAS learning outcomes.

Regular feedback on these components is provided to students through formative and summative assessments, ensuring that they are on track to meet the IB standards. These assessments are structured to reflect both the IB grade descriptors and the development of critical thinking, research, and reflective skills that are at the heart of the Diploma Programme's core.

6.8 Assessing Approaches to Learning (ATL) Skills

- At KRMGS, Approaches to Learning (ATL) skills are a crucial part of student development, encompassing five key areas: thinking, communication, social, self-management, and research skills. These skills are integrated into the teaching and learning process across all subjects and are assessed both formative and summative to support student growth.
- Teachers assess ATL skills by observing students' ability to apply these skills in various contexts, such as problem-solving, collaboration, reflection, and inquiry-based learning. This assessment is embedded in classroom tasks, projects, presentations, and reflective activities. Self-assessment and peer-assessment are also employed to help students become more aware of their learning strategies, strengths, and areas for improvement.
- Feedback on ATL skill development is provided regularly to students, guiding them in setting personal goals for improvement. The assessment of ATL skills aligns with KRMGS's commitment to fostering independent, reflective, and lifelong learners, ensuring students are well-prepared for both academic success and future challenges beyond the classroom.

6.9 Award of the Predicted Grade at DP

A predicted grade is an estimate provided by the teacher, based on the student's work and the teacher's understanding of IB standards.

- The school will generate one set of predicted grades for each subject a student is studying.
- Teachers assign predicted grades based on a combination of summative and formative assessments, as well as classroom performance (including homework, group discussions, quizzes, presentations, and exams).
- Predicted grades are determined by teachers based on student performance during the first three semesters of the subject, allowing students to track their progress and assess their overall performance accurately.

Predicted Grade for the Extended Essay (EE): In the fourth quarter of Year 2, the predicted grade for the EE is awarded before final submission. This grade is



entirely based on the teacher's evaluation of the student's work throughout the EE process.

Predicted Grade for Theory of Knowledge (TOK): The TOK grade is based on the student's final exhibition presentation. Additionally, the TOK facilitator considers the student's performance on the essay submitted for external evaluation.

Predicted grades for each subject are given on a scale from 7 to 1, while for TOK and EE, the scale ranges from A to E.

These predicted grades are finalized and recorded in IBIS as the official predicted grades.

Predicted grades are used during the university application process and shared with institutions in January of Year 2, or earlier if requested by the school's career counsellor.

When assigning predicted grades, teachers consider the student's overall performance in DP 1 (Semesters 1 & 2) and DP 2 (Semester 3), considering any academic development and performance in the Mock Examination if it has taken place. Teachers may also apply their professional judgment.

Before submission, the DP Coordinator verifies and approves all predicted grade data.

Students will not have access to their predicted grades and are expected not to seek this information while they are enrolled at KRMGS.

The students who do not fulfil the requirements of an IB Diploma are awarded certificates.

6.10 Non-submission of Internal Assessment

- The Internal Assessment Timeline will be collaboratively designed and shared at the beginning of DP 1, with careful consideration of students' workloads to ensure the quality of their work. The timeline will cover an estimated period of 18 months. Both students and parents will receive a copy of the timeline to ensure adherence.
- If a student procrastinates or fails to meet internal deadlines, the subject teacher will remind them of the serious consequences, including the possibility of not receiving a grade for the subject or level if work is not submitted.
- Should a student miss an internal deadline, the DP Coordinator will be informed, and appropriate remedial or punitive action will be taken.
- If the student continues to miss deadlines, both the DP Coordinator and the student's parents will be notified, in person and in writing.



- In exceptional circumstances (e.g., illness or emergency), the DP Coordinator may review the situation. If the circumstances are deemed valid, an extension or resubmission may be arranged.
- If no work is submitted for internal review, the student will receive an "F" for the subject/level on the IBIS entry. If no work is submitted for external assessment, the candidate will be marked as absent.
- The Academic Honesty Policy is distributed to all instructors and reviewed in collaborative IB sessions and departmental meetings. If a supervisor or instructor suspects academic dishonesty, they will refuse to verify the student's work and report the issue to the DP Coordinator, who will take appropriate action in line with the Academic Honesty Policy.



7. 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 the 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.

7.1 Assessments in CP

- Assessment focuses on the process of learning during the teaching (Formative Assessment) and 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 must be done throughout the teaching



learning sessions. Additionally, students must be guided to identify their weak knowledge areas in every subject and individual/ group sessions must be organized by the teachers to strengthen these weak areas of knowledge. In case of the need, the school.

- College counsellor and CP coordinator can also provide the necessary guidance. Various activities must 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 criteria 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 using self- and peer-assessment tools.

7.2 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 Semesters 1, 2 and 3 comprise of Class Summative Assessments (CSAs) and one Semester end Examination.
- Semester 4 includes Mock 1 and Mock 2 examinations.
- Summative Assessments (SAs) 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 form 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.

7.3 IB CP 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.
- Ensure 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 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 the 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.

7.4 CP Core Assessments

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

7.4.1 Personal and Professional Skills (PPS): The Personal and Professional Skills (PPS) course is a compulsory element of the Career-related Programme (CP) core. Students are assessed through formative assessments based on a rubric or assessment criteria developed by the subject teachers. These criteria are



designed around five key learning objectives, guiding students in their personal and professional development throughout the programme.

7.4.2 Service Learning: Service learning is evaluated through formative assessments conducted over the two-year programme. Students are required to submit a portfolio in the second year, which is assessed based on the evidence of achieving the learning outcomes. As part of the service-learning component, students participate in three formal interviews with their service-learning coordinator. These interviews, documented by both the coordinator and the student, serve as additional evidence of the student's achievement of the five learning outcomes. Successful completion of the portfolio requires addressing all five outcomes.

7.4.3 Language Development: The language development course is internally assessed either by the school or an external provider, with the assessment authenticated by the school. Formative assessments are conducted throughout the two years of the programme, based on rubrics designed by the teacher for specific tasks. Students must maintain and complete a language portfolio to document their learning activities and evidence of language engagement and development. This portfolio is submitted in Year 2 of the CP Programme but is not assessed by the IB.

7.4.4 Reflective Project: At the conclusion of the Reflective Project, students submit:

- An essay or an essay accompanied by an additional format.
- A Reflection on Planning and Progress form.

The Reflective Project is assessed internally by the school and externally moderated according to five assessment criteria published in the Reflective Project Guide. Grades are awarded on a scale from A to E, with A being the highest.

“This version presents a clear and coherent overview of each component of the CP core, detailing assessment methods and expectations.”

7.5 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.



7.6 Internal Standardization Process

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 address 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 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.

7.7 Providing the Predicted Grades (PG)

- 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 counsellor.
- 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.

7.8 Non-submission of Internally and Externally assessed components

- 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 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 must 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.



7.9 Reporting and Recording

- 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 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.



7.10 Promotion Policy

To be able to promote from CP Year 1 to CP Year 2 at our school, students should fulfil 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.

7.11 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 application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP
- 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
- All personal and professional skills, service learning and language development requirements have been met
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.



8. GENERAL INFORMATION

8.1 Responsibilities of 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.

8.2 Responsibilities of Facilitators

- 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.
- Analyse assessment data to identify patterns of student performance and need.



8.3 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.

8.4 Independent Practice

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

8.4.2 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 Program 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 analyse assessment data in order to offer relevant feedback and use student self-evaluations to consolidate student learning, as per the IB philosophy.

8.5 Promoting the use of “Command Terms” in MYP / DP / CP

- Command terms are embedded in the objectives and assessment criteria of each subject group.
- An understanding and mastery of the command terms is an ATL skill that can be applied across the subject groups.
- The MYP command terms are fully aligned with the command terms in DP.
- Teachers explicitly explain the use of command and terms within the context of the subject groups and the development of interdisciplinary ATL skills.
- Not only this, but teachers also 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 are expected to progress with students’ maturity and intellectual development.

8.6 Marking in MYP / DP / CP

- 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.
- In certain cases, it may appear that the student has not fulfilled all 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.
- While marking, the criteria must be (as far as possible) considered independent of each other.



8.7 Learning Support Requirements

- 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.
- 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 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.
- 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 must be submitted six months before the written examinations to the IB for approval, therefore parents must give sufficient time to the coordinator to plan for the same.
- **Middle Years Programme:**
 - a. Candidates who require access to any of the e-Portfolio summative assessment tasks, such as speaking and listening, can be authorized inclusive assessment arrangements.
 - b. 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 counsellor are looped in for the decision making.
- **Diploma and Career-related Programme:**

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:

 - Medical / psychological / psycho-educational documentation or a language test report (for additional language learners).
 - 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.

8.8 Connection with other policies

- **Admission Policy:** At the time of admission, the school carries out formal/informal assessment of the students to decide on appropriate learning or behavioural support. The admission criteria and form of assessment during admission differs at every level and is mentioned in the Admission Policy.
- **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.
- **Inclusion Policy:** Students with special needs will be provided with inclusive assessment arrangements. Assessments will follow all protocols mentioned.
- **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

Reviewed on: September 2024

Reviewed by:

Ms. Suman Sharma (Principal)

Ms. Shalini Sehgal (DP /CP Coordinator)

Ms. Kirti Nagpal (MYP Coordinator)

Ms. Deepika Bawa Kalra (PYP Coordinator)

DP Assessment Team (Ms. Minu Dubey)

MYP Assessment Team (Mr. Gurmeet Singh)

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 will be in June of 2025

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: It 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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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

Grade 7

The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, and logically structured, with sufficient detail, precise use of appropriate terminology and appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Grade 6

The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

Grade 5

The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of the audience and evidence of intercultural understanding.

Grade 4

The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not



thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.

Grade 3

The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience, and limited evidence of intercultural understanding.

Grade 2

The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject, and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

Grade 1

The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. The ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology and little to no intercultural understanding.