

Sancta Maria International School, Faridabad

Assessment Policy



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Assessment Policy

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Assessment Policy

Vision

To unlock the potential of every learner for a better world.

Motto

In Omnia Excellentia-*Excellence in everything*

Values

FAIRNESS | INTEGRITY | RESPECT | EXCELLENCE | HAPPINESS | VALUE CREATION

Our Commitment

- We seek to understand the needs, interests, and motivations of each of our learners so that we can set them up for success in their unique journeys.
- We provide a safe and stimulating learning environment on campus and online where learning happens by design and not by chance.
- We foster a culture of growth mindset and lifelong learning where staff and students are allowed to ask questions, make mistakes and take risks.
- We respect differences and are mindful of our language while speaking about and with students.
- We take concrete measures to promote the physical, emotional, social, and mental well-being of our students and staff.
- We develop an enabling relationship with our parent community where constructive feedback is sought and used for improvement.
- We look after our environment and consume with care.
- We build meaningful partnerships with global organizations for a lasting positive impact.

Assessment Philosophy:

At Sancta Maria International School Faridabad, our assessment philosophy focuses on holistic development, formative assessment, authenticity, individualization, self-assessment, collaboration, transparency, and continuous improvement. We believe in assessing students' growth and skills beyond grades, providing meaningful feedback, and preparing them for real-world challenges.

Purpose of Assessment Policy

The purpose of our assessment policy at Sancta Maria is to establish a framework for evaluating student learning and growth. It serves multiple purposes, each contributing to a meaningful and supportive learning experience. Our policy aims to promote learning and development by utilizing various assessment methods to assess knowledge, critical thinking, problem-solving, and real-world application. Through timely and constructive feedback, we empower students to understand their progress and take ownership of their learning.

We are committed to ensuring fairness and equity in assessments, providing equal opportunities for all students. We minimize bias and promote inclusivity, creating an environment where every student has a fair chance to succeed.

Assessment data measures achievement and progress, informing readiness for higher education and providing guidance for academic counseling. We emphasize accountability, with students responsible for their learning progress and teachers accountable for designing high-quality assessments.

Our assessments align with the International Baccalaureate Diploma Programme (IBDP) requirements, supporting college and career readiness. We equip students with essential skills sought by colleges, universities, and employers.

Furthermore, our policy facilitates program evaluation and improvement. Through data analysis, we identify areas of strength and areas needing enhancement, guiding decision-making. The purpose of our assessment policy at Sancta Maria is to establish a framework for evaluating student learning and growth. It serves multiple purposes, each contributing to a meaningful and supportive learning experience.

The Essential Components of Assessment

1. **Clear Learning Goals:** Assessments are aligned with clear and specific learning goals. These goals define what students are expected to know, understand, and be able to do at the end of a learning period. Clear learning goals provide a framework for designing appropriate assessments.
2. **Valid and Reliable Assessment Methods:** Assessment methods are valid, meaning they measure what they are intended to measure. They are also reliable, yielding consistent results when administered under similar conditions. Valid and reliable assessments ensure the accuracy and consistency of the evaluation process.
3. **Formative and Summative Assessment:** Formative assessment is conducted during the learning process to provide ongoing feedback and support student progress. Summative assessment is carried out at the end of a unit, semester, or course to evaluate student achievement. Both formative and summative assessments are necessary for a comprehensive understanding of student learning.
4. **Diverse Assessment Strategies:** Assessment employs a variety of strategies to capture different aspects of student learning. These strategies may include written exams, oral presentations, projects, portfolios, group work, and performance assessments. Diverse assessment strategies accommodate different learning styles and allow students to demonstrate their knowledge and skills in various ways.
5. **Authentic Assessment:** Authentic assessment tasks reflect real-world situations and require students to apply their knowledge and skills in meaningful contexts. These tasks include simulations, case studies, problem-solving scenarios, or research projects. Authentic assessment promotes the transfer of learning to practical situations.
6. **Timely and Constructive Feedback:** Assessments provide timely and constructive feedback to students. Feedback is specific, highlighting strengths and areas for improvement, and guides students towards further learning. Timely feedback allows students to make adjustments and progress in their learning journey.
7. **Fairness and Equity:** Assessment is fair and equitable, ensuring that all students have an equal opportunity to demonstrate their knowledge and skills. Accommodations and support are provided to students with diverse needs and backgrounds. Bias is minimized, and assessment processes promotes inclusivity.
8. **Data Analysis and Reflection:** Assessment data is analyzed to gain insights into student performance and inform instructional decisions. Teachers reflect on assessment results to identify trends, strengths, and areas for improvement in their teaching practices. Data analysis and reflection contribute to ongoing improvement in teaching and learning.

9. Continuous Improvement: Assessment is an ongoing process that is continuously reviewed and refined. Feedback from students, teachers, and other stakeholders are considered to improve the effectiveness and relevance of assessment practices. Regular evaluation and adjustment of assessment methods contribute to the continuous improvement of teaching and learning.
10. By incorporating these essential components, an assessment system provides valuable insights into student learning, guide instructional decisions, and foster continuous growth and development.

Review and Monitoring of Sancta Maria Assessment Policy:

Assessment Policy of Sancta Maria was formulated after detailed research into various philosophies and schools of thought. An extensive and exhaustive process of deliberations, research, feedbacks and compilation of methodologies were taken recourse of. This exercise included the Leadership Team, the teachers, the parent representatives, experts from the field of educational pedagogies at various levels. The assessment policy of the school is reviewed on a yearly basis and deletions or corrections are made. This is duly informed to all the stakeholders through the school website, the school brochure and e-mails, if and when required. Inputs, if any, are taken into consideration and incorporated before the final implementation.

The Policy has been last reviewed and updated in May 2023.

ASSESSMENT PRACTICES IN Primary Year Programme, Cambridge, Diploma Programme.

Pre-Assessment - A determination of a student's prior knowledge, experience and/or skill level before they embark on new learning experiences.

Formative Assessment - Formative assessment (assessment for learning) provides teachers and students insight into the acquisition of knowledge, development of conceptual understanding, skills and attitudes. Assessment for learning is "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Black et al. 2002). Effective formative assessment also provides teachers and students with a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning. It can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks - Formative assessment is learner centered, forward thinking and involves the entire learning community. It is an integral part of teaching and learning to inform teachers and students about how learning is developing. It is practiced using different tools through a variety of ways. Redraft of formative assessment can be accepted from students after constructive feedback from the teacher to enable the enhancement of

conceptual understanding and improvement in performance. Formative assessment must be aligned with the summative assessment in terms of criteria and ATL skills. As the ATLs and Learner Profile attributes are an integral part of the curriculum in PYP, these are assessed on a continuous basis through the learning engagements and assessments.

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.

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 ahead 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.

ASSESSMENT TOOLS

Various assessment tool is encouraged to name some:

- Anecdotal records
- Benchmarks/exemplars
- Checklists
- Written assessments
- Rubrics
- Graphic organizers, oral reports, presentations, peer and self-reflections and evaluations, reflective journal/process report

Assessment strategies and tools						
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums	
Assessment strategies						
Observations	✓		✓	✓	✓	
Performance Assessments	✓	✓		✓	✓	
Process-focussed Assessments	✓		✓	✓	✓	
Selected responses		✓	✓		✓	
Open-ended tasks	✓	✓		✓	✓	

Academic Honesty in Assessment Policy:

Academic honesty is an integral part of our assessment policy at Sancta Maria. We firmly believe in the importance of upholding ethical standards and promoting integrity in all academic endeavors. Academic honesty ensures fairness, credibility, and the accurate assessment of student learning.

In our Assessment Policy, we emphasize the following principles of academic honesty:

1. **Original Work:** All assessments should be the original work of each individual student unless explicitly stated otherwise. Plagiarism, which includes the use of others' work without proper acknowledgment, is strictly prohibited.
2. **Citation and Referencing:** Proper citation and referencing are essential when using external sources in assessments. Students are expected to give credit to the original authors and sources of information through appropriate citation formats, such as MLA 8 referencing styles.
3. **Collaboration and Collaboration Guidelines:** Collaboration is encouraged when explicitly permitted by the assessment guidelines. In such cases, clear guidelines regarding the extent and nature of collaboration are provided to ensure that

individual learning outcomes are still achieved. Students must respect these guidelines and acknowledge any collaborative efforts appropriately.

4. **Prohibited Resources and Aids:** The use of unauthorized resources, such as textbooks, notes, electronic devices, or unauthorized communication during assessments, is strictly prohibited unless explicitly permitted by the assessment guidelines.
5. **Exam Conditions:** During examinations, students are expected to maintain the integrity of the assessment process by adhering to the prescribed exam conditions. Any form of cheating, including copying, communicating with others, or using unauthorized materials, is strictly prohibited.
6. **Technology and Online Assessments:** For assessments conducted online, students are expected to comply with technology guidelines and honor the policies regarding the use of online resources. This includes avoiding the use of unauthorized websites, online forums, or any form of unauthorized assistance.
7. **Consequences of Academic Dishonesty:** Any instance of academic dishonesty will be addressed according to the school's academic honesty policy. Consequences may include but are not limited to re-assessment, loss of marks, academic counseling, or disciplinary action in accordance with the school's code of conduct.
8. **Education and Support:** We believe in educating students about the principles of academic honesty and the importance of maintaining integrity in their academic work. Teachers and staff provide guidance, resources, and support to help students understand and adhere to the standards of academic honesty.

By including academic honesty as a key component of our assessment policy, we aim to foster a culture of integrity, personal responsibility, and ethical behavior among our students. Upholding academic honesty ensures that assessments accurately reflect students' knowledge, skills, and achievements, and prepares them for future academic and professional endeavors.

ASSESSMENT OF STUDENT WITH LEARNING DIVERSITY

The students availing additional learning support have extra arrangements in both the internal school examination as well as the board, as spelt out in the Inclusion Policy and in the latest version of the general regulations for the relevant IB programme. This is to support student with learning diversity, in the best way possible

TRACKING STUDENT PROGRESS

MAINTAINING RECORDS AND REPORTING STUDENTS PROGRESS

- Staff and team meetings fortnightly meetings in each of the schools allow teachers to identify students of concern. Teachers discuss common areas of need for a student and brainstorm strategies to assist. The Programme Coordinator, students support services team are often key resources used in these sessions.
- Portfolios are used to document and assess student progress and achievement. They show the development of knowledge, conceptual understanding, skills, attitudes and the attributes of the learner profile over a period. In the Primary school, students and teachers select samples of work to include in portfolios. Samples include student reflections; self-assessments; assessment tools –student and teacher comments. This helps the learning community to track the progress of the students.

CONFERENCES AND REPORTING

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:

- **Teacher–student:** Informal ongoing feedback is given to the students, so that they can reflect on their work and further refine and develop their skills.
- **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.
- **Three-way (Parent Teacher Student Conference):** It involves the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share/ goal sheet. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals.

- **Extended Essay Cafe-** Students independently engage in research on a topic of their choice, supervised by a teacher within the school to write an essay. It promotes high-level research, writing skills, intellectual discovery and creativity. The approach is criterion-related and assessment criteria are used when the assessment task is open-ended. Each criterion focuses on a skill.
- **TOK Exhibition-** Students do this internal assessment component that allows them to explore how TOK manifests in the world around us. They select three objects and connect it to one of the 35 “IA prompts” given in the TOK guide. Along with this they write a 950 words commentary that is marked inhouse by the teacher and externally moderated by the IB.

Reporting

Digital reports are issued four times a year. It reports the students’ performance on transdisciplinary/disciplinary learning; all elements of the programme; attributes of Learner Profile exhibited by the students’; and comments from all educators involved. December reports are a formal comprehensive report of the student’s progress thus far in the year. Final reports are published in the month of May and is the collated report made by teachers based on student performance and summarizes skills demonstrated throughout the year. Final grades published in measure performances against published criteria from the IB. Digital records of student reports are exported to the school’s server from the Learning Management System (Fedena) four times each year.

ROLES AND RESPONSIBILITIES OF VARIOUS STAKEHOLDERS

RESPONSIBILITIES OF STUDENTS

- share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self- and peer-assessment
- base learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.
- Sample evidences of their learning, that best demonstrate the intended learning goal
- develop the metacognition skills to reflect on their learning and to plan next steps

RESPONSIBILITIES OF TEACHERS

- plans multiple opportunities for success
- supports students to become assessment capable
- uses data and evidences to inform planning and teaching strategies
- understands the purpose of assessment and selects appropriate tools and strategies
- collaborates to design assessments, analyse results and plan next steps
- inform every stage of the teaching and learning process
- plan in response to student and teacher inquiries
- develop criteria for producing a quality product or performance
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- consider a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores) and reflects on evidence to improve own practice
- give effective feedback and communicates learning progress.

RESPONSIBILITIES OF PARENTS

- track evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning
- The parent should take responsibility in ensuring that the academic honesty is maintained for all assignments (formative and summative) completed at home.

CONNECTION TO OTHER POLICIES

Academic Honesty- Academic Honesty is a major benchmark to measure the level of achievement of the objectives of assessment. Every teacher takes care that from the very onset of the academic session the student is informed and groomed to inculcate the policy of academic honesty with special emphasis on assessment tools. It is imperative that the learners are aware and implement the concepts of academic honesty by citing and acknowledging the sources referred to or wherever help has been sought. These reflections build a spirit of thankfulness and the value of academic integrity. During the classroom interactions the teachers make it a point to appreciate the students' efforts of acknowledging the sources that have been referred to for the purpose of research. This in turn motivates the learner to persist with this value. While devising and designing the assignments the teachers take care of the

capability and the feasibility of creative thinking and the scope of student's sincere personal effort. The gradual grooming of the learner results in an academically honest effort by the students in all learning area.

Language Policy- As a result of assessments at various stages of education feedback is prepared for the three stakeholders i.e., the student, the parent and the teacher. This aids in devising strategies for future learning. The major emphasis is laid on the language acquisition skills since it is a major aspect of interaction and learning. Language acquisition reflects upon the child's academic and emotional growth, therefore the language policy stresses on development of mother tongue as compulsory second language and acquisition of an additional language from the age of eight years.

Learning Diversity & Inclusive Education Policy- For the students with the special education needs the school has a team of qualified and compassionate special educators and teachers. The assessment of these students is in consonance with the exclusive requirement of each child's learning needs. Since these students are integrated with the main stream students the teachers design the assessments in a way that aids their Individual Education Programme (IEP). The goals of each student's IEP are set in collaboration with the parents, teachers and SEN educators. Assessment of these students is done based on their IEPs.

Admission Policy - irrespective of the child's age group, an element of assessment is in place when the learner seeks admission to Sancta Maria. The informal assessment takes place through a personal interaction, and a formal assessment is conducted through a written examination. In the written examination the emphasis is laid on assessing the competence in reading, writing and logical skills. With this the school management is able to ascertain the capability and the attitude of the learner as well as the cultural and academic background of the student. This helps in devising appropriate interventions if and when required for the smooth integration of the child in the academic environment of Sancta Maria, as also the child's growth and progress, academically.

Appendix A

Assessments At Middle School Level:

Assessment of Prior Knowledge – The assessment of prior knowledge will be used as a base to design further engagements. This assessment results analysis informs future instruction, connects what students already know with new knowledge and understandings, and builds new learning on the prior knowledge. Some of the examples of the pre knowledge assessment strategies used in the classrooms are:

- Misconception targeted discussions
- Think pair share
- Concept maps
- Already acquired knowledge sharing in groups
- Multiple choice questions
- Short answer questions
- Google form survey

Formative Assessment: Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. Some of the examples of Formative Assessments are:

- Project based assignments/Performance based assignments
- Lab based activities
- Peer Assessment
- Formal pen paper test
- In text exercise
- Digital test tools e.g. Google form/Kahoot/Online Quizzes

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

Grade	Type of Assessment
Grade 6 to Grade 8	1. Assessment of Prior Knowledge 2. Formative 3. Summative – – Mid semester 1 conducted in the month of September Weightage– 30%

	<p>→ Semester 1 examination conducted in the month of December Weightage– 70%</p> <p>→ Mid semester 2 conducted in the month of March Weightage – 30%</p> <p>→ Semester 2 examination conducted in the month of May Weightage – 70%</p>
<p>Kindly note the weightage mentioned is only for the final report card for the respective semesters.</p>	

Appendix B

Assessments At IGCSE Level:

Assessment of Prior Knowledge – Diagnostic Tests at the beginning of each Semester are conducted for the test of prior knowledge

Formative Assessment: There is peer and self-assessment, group and individual projects and presentations, differentiated worksheets (students write worksheets), discussions, script writing and subsequent role play, and assembly production which are generally taken as formative assessments in our school. Our assessments are formative in nature, being a quick review of individual learning during the previous fortnight. They check a student's retention of learning and a teacher's efficiency of delivery.

Summative Assessment: This is assessment of learning and assesses student's ACHIEVEMENT (in terms of grades and teachers' comments, and VALUE-ADDITION (in terms of session-on-session progress). It also gives an indication of learning trends for a class

External Assessment: Final examinations are the main means of external assessment, students appear for the May/June series examination conducted by Cambridge Assessment International Education

Grade	Type of Assessment
Grade 9	<p>1. Assessment of Prior Knowledge</p> <p>2. Formative</p> <p>3. Summative</p>

	<p>– Mid semester 1 conducted in the month of September Weightage– 30%</p> <p>– Semester 1 examination conducted in the month of December Weightage– 70%</p> <p>– Mid semester 2 conducted in the month of March Weightage – 30%</p> <p>– Semester 2 examination conducted in the month of May Weightage – 70 %</p>
Grade 10	<p>1. Assessment of Prior Knowledge</p> <p>2. Formative</p> <p>3. Summative –</p> <p>– Mid semester 1 conducted in the month of September Weightage– 30%</p> <p>– Semester 1 examination conducted in the month of December Weightage– 70%</p> <p>– Mock 1 Examination conducted in the month of January Weightage- 100%</p> <p>– Mock 2 Examination conducted in the month of March Weightage- 100%</p>
<p>Kindly note:</p> <ul style="list-style-type: none"> • the weightage mentioned is only for the final report card for the respective semesters. • The Mock examinations are graded based on the scores & subject grade boundaries as per the school standards. • Scores of Mock Examinations and Previous year's average grade thresholds are used by to determine the student's predicted grade 	

Appendix C

Assessments At DP level:

Assessment of Prior Knowledge – All teachers will assess students' prior knowledge and experience before embarking on new learning experiences in an appropriate way. The assessment of prior knowledge will be used as a base to design further engagements

Formative Assessment: Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. An example of a formative assessment might be a homework probe or an assignment. It may also be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Both formal and informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments

Summative Assessment: Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. Summative assessments are used to communicate information on student achievement to students, teachers, parents/ guardians, and others. Summative assessments are in accordance with the IB principles and practices of assessment with assessment models for both SL and HL in each subject. They are criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course. The criteria for achievement are explained to students in each course and are the focus of classwork and homework activities.

Internal Assessment: IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. As per IB guidelines, 20 – 30% of student work is internally marked and externally moderated. The teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 point (low) to 7 points (high)

External Assessment: Final examinations are the main means of external assessment, which the students appear for the May series examination conducted by IB, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed. The dates for IB examinations are set by the IB and given to students well in advance. As per IB guidelines, 70 – 80% of student work in the DP is based on External Examination.

Assessment of CORE:

This includes Extended Essay, Theory of Knowledge and Creativity, Activity and Service. The Extended Essay is externally marked and the supervisor provides feedback in the mandated reflection session. A predicted grade is provided by the teacher. Feedback is given on the first complete draft submitted against the criteria given. The assessment criteria are communicated to the students well in advance when the EE is introduced in the class. The TOK exhibition is marked internally by the TOK Coordinator/teacher and moderated externally by IBO. While the essay is externally marked, one feedback is given on the final draft submitted by the students on the prescribed criteria as per the IB prescribed requirement. The assessment criteria are communicated to the students well in advance when the TOK is introduced in the class. CAS is an ongoing process where CAS coordinator and the advisor continuously monitor the progress of the students. All the mandated IB rules and regulations are followed

Grade	Type of Assessment
IBDP 1	1. Assessment of Prior Knowledge 2. Formative 3. Summative – – Mid semester 1 conducted in the month of September Weightage– 30% – Semester 1 examination conducted in the month of December Weightage– 70% – Mid semester 2 conducted in the month of March Weightage – 30% – Semester 2 examination conducted in the month of May Weightage – 70%
IBDP 2	1. Assessment of Prior Knowledge 2. Formative

	<p>3. Summative –</p> <ul style="list-style-type: none">→ Mid semester 1 conducted in the month of September Weightage– 30%→ Semester 1 examination conducted in the month of December Weightage– 70%→ Mock 1 Examination conducted in the month of January Weightage- 100%→ Mock 2 Examination conducted in the month of March Weightage- 100%
	<p>Kindly note:</p> <ul style="list-style-type: none">→ the weightage mentioned is only for the final report card for the respective semesters.→ The Mock examinations are graded based on the scores & subject grade boundaries as per the school standards.

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