

ASSESSMENT POLICY

GENESIS GLOBAL SCHOOL: VISION & MISSION

The vision of its Founders is to develop GGS into a day and residential, autonomous, multicultural, multinational International School for children and parents of all communities of Indian and International community, while providing an opportunity for a quality complete education coupled with a safe, caring, sharing & learning community with a strong human ethos.

Our Assessment Philosophy

At GGS we believe assessment should be integrated into all aspects of the learning cycle. Assessment should be continuous and fair so as to provide information about student performance in terms of both strengths and challenges. Assessment should also provide information on the efficacy of the programme. Assessment will focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student. At GGS we believe that Assessment is both for assessing skills for learning as well as of learning. It is a positive and supportive mechanism that enhances student learning, teaching methodologies and parental support in the overall development of student achievement. Assessment is holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different, a range of assessment strategies are adopted. Evaluation is varied (self, peer, facilitator). The assessment process is transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. While assessing a student we believe that both effort and performance must be given equal importance.

PRINCIPLES OF ASSESSMENT

Introduction

The purpose of this document is to present the school's evaluation, assessment and feedback of students' progress. It also illustrates the guidelines, procedures and framework of assessment, evaluation and reporting.

The Assessment Policy applies to all curricula, PYP, CS1, MYP, IGCSE, CBSE and the IB Diploma Programme.

- gather and interpret evidence to make judgment about students learning.
- define and evaluate students' acquisition of knowledge.
- provide feedback so that appropriate action can be taken to ensure student learning takes place.
- improve student learning - inform teaching so that appropriate teaching strategies can be adopted to best maximize the learning experience of the student

- provide meaningful report on students achievements - uses a wide variety of strategies and tools.
- engage the learner so that internalization of knowledge takes place.
- provide the learner with information that they can reflect upon. Effective Assessments should also be accurate, honest and fair.
- regularly modified so as to suit the various student dynamics and changes to the syllabus .
- significant, engaging and relevant.
- Unbiased.
- suited to the task/concept undertaken/learned.
- able to cover a wide spectrum of concepts, knowledge, skills and understanding.
- regularly be reported to students and parents - reported accurately without biasness.
- adhering to the Academic Honesty's policy of the school.

It is imperative to understand that Assessment is essentially a form of communication, verbal or written which works on two key principles - reliability and validity.

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Reliability and validity are together important for assessment so that biases of any nature can be avoided. Validity is seen largely as identifying a single constituent measured by a given test, and reliability is seen largely as how consistently the different items in the test behave, in terms of the correlation of student responses given to these different items.

Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Inclusive and equitable assessment should ensure that tasks and procedures are not biased and do not disadvantage any group or individual.

Bias can be defined as a difference in outcome of an assessment process that is not related to a genuine difference in the aptitude or achievement being measured. Bias can arise from the test items/assessment tasks themselves, or from the marking of a performance assessment. In the latter case bias becomes an issue of marking reliability.

They indicate the difference in outcome of an assessment process which can be due to the following reasons.

1. Nature of the test items
2. Marking of performance
3. Presence of students with special needs
4. Personal attitudes like good handwriting, neatness etc.
5. Differences of gender, ethnicity, class, language competence.

Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately and appropriately addressed.

ASSESSMENT IN JUNIOR SCHOOL

Assessments in Junior School are ongoing. We use a range of tools and strategies to assess students' learning

Why do we assess?

- To celebrate students' learning
- To evaluate the level and prior knowledge of student and laying the foundation of the teaching and learning process
- Teacher's analysis and reflection of the concept taught and the learner's comprehension of the same.
- To understand and cater to the differentiated levels in the classroom
- To evaluate the process and progress of student learning

What do we assess?

At Genesis in the Junior School we assess the learning outcome through:

Knowledge

1. What students know - prior knowledge
2. What students learn - learning

Understanding (Concepts)

1. The students' understanding of concepts under study
2. The concepts at micro and macro level.
3. The different learning levels of the students

Application (Skills)

1. The increasing understanding of the concepts and their application in real- life situations.
2. The students' understanding of the central idea, which prompts them towards action.
3. The application of the skills.

Attitude

1. Students' behaviour through responsible action
2. Demonstration of the attributes of the IB learner profile.

Action

1. Action is the outcome of a successful inquiry- Student initiated, teacher initiated, or environment initiated
2. Students have a choice to choose to act; decide on the course of action and reflect on the action

How does it look like?

Prior knowledge Assessment -

- Enables teachers to plan and modify the teaching learning process.
- Helps in meeting the individual or group needs.
- Provides data regarding students' knowledge, skills and conceptual understanding
- Serves as the foundation for formative or summative assessment

Formative Assessment

- Ongoing process
- Assesses the learning process including knowledge, concepts and skills of the students and provides regular feedback to enhance learning.
- Helps to plan the next phase of learning.

Summative Assessment

- Informs of student learning and the teaching process
- Gives a clear insight into student's acquisition of knowledge and conceptual understanding and encourage towards action.
- Demonstrates application of a range of skills
- Exhibits students' commitment to the attitudes and attributes of the learner profile.

When should it take place?

- Formative-Ongoing- recording will happen
- Summative- At the end of every unit/concept
- Prior Knowledge- Before planning

Ways in which we assess

We use a variety of tools and strategies at GGS to assess student work. The *strategies* are the different methods or approaches that teachers can use when collecting information about a student's learning process. The *tools* help in recording the collected data. Below is a list of strategies and tools we use at GGS.

Strategies- are the different methods or approaches that teachers can use when collecting information about a student's learning process.

- **Observations** - All students are often and regularly (continuously) observed by the teacher. Sometimes it can be class observation an observation of all the students in general and sometimes observation can be for individual student.
- **Performance assessment** - This is assessment of the end goal with guided and pre-set criteria. This task may have many approaches to the problem and many solutions as well. It requires use of many skills- Audio, Video, posters, etc may be used.
- **Process-focused assessment** - All students are observed often and regularly (continuously) and these observations are recorded in many form to collect evidence of learning. Checklists, inventories, and narrative descriptors are common methods of collecting observations.
- **Selected response** - One time exercise, tests, quizzes are most common examples of these
- **Open-ended tasks** - Students are provided with a stimulus in varying situations and they are expected to give original response. Answers can be in form of brief write-up, drawing, diagram or a solution.

Tools- in recording the collected data

- **Checklist** - These are list of information (criteria), data, attributes or elements that should be present. A mark scheme is a type of checklist.
- **Continuums** - These are visual representation of developmental stages of learning in one area (single criteria). These show the position of the student in terms of progression.
- **Rubrics** - Set of pre-defined criteria for rating students in all areas. These criteria are leveled and each level is described, showing the developmental stages in the student's learning in different areas.
- **Anecdotal records** - These are brief written notes about students based on class observations.
- **Exemplars** - Samples of students' work that serve as concrete standards against which other samples are judged.

(Adapted from © Making the PYP Happen)

How do we report?

- **Written reports**

What it contains

It indicates the areas of strength- these are in quantum

Indicate areas of improvement

Indicate co-curricular activities

IB learner's profile is addressed

Anecdotal records indicating the above

- **Learning Support (LS)**

Student falling into the Learning Support category have an Individualized Education Plan (IEP) for which, in certain cases, results in a modified curriculum. In these cases the Learning Support department report on student progress as per the reporting requirements.

- **ESL**

Students falling into the ESL category are assessed on language as per the ESL criteria (ESL scope and sequence) until they are able to participate in the mainstream assessment activities. For the other subject areas, ESL students are assessed however the mode of assessment may be differentiated to suit ESL requirements.

- **Exhibition**

The exhibition is held in the final year of PYP.

What will it contain?

It will contain any one Trans disciplinary theme as decided collaboratively. Each student demonstrates 5 essential elements of PYP along with the IB learners' profile.

- **Student Led conference**

Should be held once a year other than PTM.

What will it contain?

The students will present their work and showcase their learning process, including the challenges and achievements through their portfolios.

Parents and other stake holders will be invited for the same.

- **Portfolios**

What will it contain?

- Pieces of student selected work with their reflection on it, stating reasons for selecting that work, what they learned, how can they use this learning.
- Learner Profile : *Self reflection*
- Pieces of teacher selected work for the student with a reflection stating reasons for selecting that work and what has the student learned
- Minimum 6 pieces of work by student and teacher each term:

- **Compulsory four subjects: Math, English, Units of Inquiry and Hindi**
- **Supported by two more subjects either from: Music, Art, Dance, IT, Sports; ensuring that all the subjects get covered over the year**
- **Grade 3 and 5 make e-portfolio so they have videos and lots of pictures too in their portfolio.**

When will the portfolio be made?

- **Maintained regularly, depending on teacher discretion, but minimum twice in a year it should be updated at the end of each term**
- **It will be shown to parents once a year**

When does Reporting happen at GGS?

- **Written reports are sent twice a year, at the end of each term**
- **Teacher- Parent Conference takes place every quarter**
- **Teacher- Student feedback to all stakeholders is a continuous process and ongoing**
- **Monthly reporting through interface**

When will the assessment policy be reviewed?

- **Once in two years- at the end of the academic session**
- **Who will be part of the Review**
Principal Junior School, Head Pre-Primary, PYP Coordinator, Associate PYP Coordinator, Preprimary and Primary teachers along with all the specialists and special educators.

ASSESSMENT IN MIDDLE AND SENIOR SCHOOL

INTERNATIONAL CURRICULUM

Assessment procedures in the international curriculum (CS1/IGCSE/MYP/IBDP) measure the extent to which students can:

- **Analyse and present information**
- **Evaluate and construct arguments**
- **Solve problems creatively**
- **Retain knowledge and understand key & related concepts.**

Assessment tasks are therefore designed to encourage and support good classroom teaching and learning. Assessment is continuous and ongoing through Formative and Summative assessments.

Purpose of Assessment

- **Support and encourage students' learning**
- **Give constructive feedback to the students and acquaint them with their strengths and limitations**
- **Monitor student's growth and development of its understanding of the subject**
- **Developing subject-specific skills, like experimental skills, critical thinking skills etc.**
- **Developing ability to contextualize the content and know its real-life applications.**
- **Creating and communicating data on students' performance to the students and parents**
- **Enable teachers to monitor student's progress**
- **Help teachers to design their teaching to cater the requirements of differential learners**
- **through constructive feedback, helping students to work in their limitations and overcome the same.**
- **Encouraging students and teachers to reflect on their teaching learning.**

FORMATIVE & SUMMATIVE ASSESSMENT

Formative assessments test skills for learning. They provide detailed feedback on student strengths and weaknesses and help to identify knowledge and skills that students should develop. Summative assessments test skills of learning. They document actual student achievement and reinforce the teaching of curricular goals. The nature and number of assessment tasks, both formative and summative, are defined by the curriculum coordinator. Within these parameters the teachers have the flexibility to design tasks based on the criteria requirements of each subject laid down by the CAIE / IBO.

Assessment is continuous and ongoing. Formative Assessments are generally short tests designed to test both knowledge and skills in smaller units of learning and also include a variety of assessment components that reflect the range of expected outcomes for a given course. Assignments test skills and are varied in nature. These include research based assignments on internal assessment skills in respective subjects, homework tasks, quizzes, oral presentations, quizzes, process journals, portfolio assessment etc.

IB MYP

Two formative assessments are conducted formally and recorded. The objective of such formative assessments is to help students to get familiarized with rubrics and learn to meet expectations set by teachers required to excel in the task set. The rubrics for formative assessment would not be formally informed to the parents. However, teachers will announce the date of formative assessments to the class in advance. This would help students to read the rubrics handed over by the teachers and get further clarification on it, should they need it. Other than the two formally conducted Formative assessments a teacher conducts informal assessments as needed according to the unit without setting rubrics for them.

At the end of a unit, teacher's conducts summative assessment which is termed as End of Unit Assessment (abbreviated as EoUA). EoUA will be conducted at the end of a unit and will necessary assess students under all criteria that are selected by the teacher under the unit.

Teacher prepares Rubrics for EoUA and discusses the same with the students in advance. A hard copy of rubrics for EoUA is informed to the parents at least seven days in advance. The EoUA (SA) covers all the criteria and its strands covered in the formative assessments.

End of Term Assessment (EoTA) is done at the end of each term. The assessment for Language and Literature, Language acquisitions, Sciences, Mathematics and Individuals and societies will be written in nature, whereas, for Arts, D.T. and Media Design will be based on presentation, product design etc. The relevant information would be furnished to the students and parents well-in advance!

IGCSE

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Two formative assessments per term are conducted formally and recorded on SIMS. Apart from that the teacher may undertake additional formative assessments as per the requirement of the unit/topic.

Summative assessment known as Term exams are done towards the end of each term i.e. May & December. Assessment in the Terms exams is predominantly based on the assessment structure defined in the individual syllabus guides / assessment objectives.

Assessments give students focus, motivation and a challenge. We assess what is of greatest value to our students - deep subject knowledge, conceptual understanding and higher order thinking skills. Assessment is in English and is accessible to speakers of English as a second or foreign language. The flexible, linear assessment structure maximises teaching and learning time, encouraging a strong grasp of the subject being studied. This helps to support new thinking, and encourages cross-curricula connections.

IB DIPLOMA PROGRAMME

It is mandatory to have at least three different types of formative assessments in each quarter in each subject area. A total of minimum six assessments in a term (two of these must be a written test). Assessment criteria / rubric are predefined for each formative assessment.

External Assessments such as ToK Essays, Extended Essays and Written Assignments are internally supervised by teachers and externally assessed by the IBO.

Summative assessment known as Term exams are done towards the end of each term i.e. May & December. Assessment in the Terms exams is predominantly based on the assessment structure defined in the individual subject guides / assessment objectives.

Assessment structure - IBDP

Year	Assessment Cycle	Time Period	Progress Reports	Percentage	
I	Term 1 begins (T1)	July			
	Formative Assessment	July - to - 15 th September	September end	15%	
	Formative Assessment	16 th September - to - December	December end	15%	
	Summative Assessment 1	December	December end	70%	
	Term 2 begins (T2)	January			
	Formative Assessment	January - to - 15 th March	March end	15%	
	Formative Assessment	16 th March - to - May	May end	15%	
	Summative Assessment 2	May	May end	70%	
				Overall Annual	50% T1 + 50% T2
II	Term 3 begins (T3)	July			
	Formative Assessment	July to November	December end	30%	
	Summative Assessment 1	December	December end	70%	
	Term 4 begins (T4)	January			
	Formative Assessment	January to mid-March			
	Mock Exams	March	April	100%	
	Board Exams	May	July 5		

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement in the particular subject together with an appropriate range of marks that conform to the stipulations laid down by the IBO.

The school uses subject-specific IB criteria to indicate levels of achievement. At the end of each term, students are issued numeric grade from 1 to 7 for each subject entered as specified by Association of Indian Universities and IBO.

(Annexure 1)

CORE COMPONENTS: AS SPECIFIED BY IBO

CAS Assessment

Students as well as parents receive regular feedback from the CAS portal (School uses Managebac) on which the student uploads evidence of his/ her achievements, tasks accomplished, learning outcomes, own reflections etc. from time to time. It is on the basis of this and upon verification of the claims of the work done, will a student is said complete the requirements of CAS.

Extended Essay and TOK Presentation

The Extended Essay is assessed externally on the basis of the criteria set by IBO and sent to IBO for evaluation and grading. The TOK presentation is assessed internally on the basis of the criteria set by IBO and sent to IBO for moderation. The school award grades for internal purposes for these core requirements. Comments are provided for the Extended Essay, TOK and CAS, indicating whether students are meeting course requirements at specified time for these core components of the curriculum. All these provides a feedback on the students' performance reflecting on their learner profile attributes.

Assessment Strategies

A varied range of assessment strategies are used by the teachers across the programmes in conjunction with one another to provide a more balanced view of the student achievement. These include:

- Selected response - short tests, quizzes or extended responses to gauge the students understanding during the course of the unit/topic.**
- Open ended tasks - These tasks are based on the visual / textual stimulus used by the teacher to initiate inquiry based learning.**
- Performance - tasks that allow the students to demonstrate a range of skills (ATL), knowledge and attitudes.**
- Process journals**
- Portfolio assessment**
- Observations**
- Self-Assessment**
- Peer Assessment**

RECORDING AND REPORTING

IB MYP

For formative assessments teachers hand over internally standardized rubrics to the students in advance and the same is discussed with the students.

Formative assessments are conducted as per the schedule filled-in the 'Assessment Schedule' file and annotated piece of work is handed over to the students and doubts are clarified.

The achievement levels along with some key feedback of the students in the formative assessments are recorded by the respective teachers in their registers and in an excel sheet generated by the programme coordinator.

End of unit Assessment is conducted at the end of the unit. It will cover all criteria selected for the unit. Rubrics are made by the subject teacher and internally standardized. A copy of the rubrics are handed over and explained to the students. The announcement for EoUA to students and parents is made in advance.

The levels achieved by the students in EoUA* will be reported in the report card.

While assigning the overall achievement level to a student the level achieved by the students in EoUA and EoTA is collectively taken into account. For the subjects, like Arts, Design, PHE EoUA achievement levels would be taken into consideration.

At the end of every term Report card would be generated mentioning Overall Achievement Levels in various subjects along with the feedback. SIMS would be used to as a platform to generate the report card. A soft copy of the report cards would be sent to the respective parent, followed by a Parent-teachers meeting to discuss more on the students' performance and achievements.

IGCSE

All reports are generated and declared through the School Information System (SIMS). Teachers will maintain marks information in the grade book available on OneDrive. Student results are determined by performance against set standards, not by each student's position in the overall rank order. The report is based on subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed through a participation grade. Grades are benchmarked using eight internationally recognized grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade. 20% weightage to Formative assessment and 80% weightage to Summative assessments.

IB DIPLOMA PROGRAMME

All reports are generated and declared through the School Information System (SIMS) & ManageBac. Teachers will maintain marks information in the grade book available on ManageBac and enter only the final grade on to SIMS for final reporting. Student results are determined by performance against set standards, not by each student's position in

the overall rank order. Criterion based marking is followed across subjects. The report is based on subject wise feedback for each student, both for the formative and summative assessments. Learning objectives for each subject may be different and individually addressed through a participation grade.

In December and May, reports based on the Summative assessment will be made available for parent and student viewing on the ManageBac. Midterm reports based on formative assessments will be made available to the parents in September and March of the following year. The final grade per subject at the end of each summative examination will be based on continuous assessment system. 30% weightage to Formative assessment and 70% weightage to Summative assessments.

Term progress reports will contain grades and progress in all subject and core subjects.

Parent - Teacher Meetings - PTM are held four times in the year to update the parents / guardians of the student progress.

ISSUE OF RESULTS

Reporting of IB-DP Final Results: The DP results are declared every year on 5th July and open to student viewing on 6th July. The procedure on how students will view their results using individual PINs and Passwords (to be issued in advance by the DP Coordinator), will be disseminated to students and parents of Grade 12.

Re-assessment (Enquiry upon results)

Procedure for requesting reassessment of student performance under the Enquiry Upon Result (EUR) option on IBIS, will be intimated to parents / students of Grade 12, prior to and after the declaration of the IB DP results. Feedback on the EUR will be emailed to the student / parent by the DP Coordinator on the receipt of the same from the IBO. Requests for reevaluation of student work will be entertained only through a written communication by the parent of the concerned student to the DP coordinator, stating the subject and level of the work to be reassessed. The DP Coordinator will then do the needful through communication with the IBO.

Retake of DP Examination - All such requests for registrations should be made through a written communication, by the parent of the concerned student, to the DP Coordinator who will then do the registration. This request must come in by 28 July for the November session and by 14 November for the May session.

EXEMPTIONS FROM ASSESSMENTS

Absence during Assessments

a) Students who are absent for an assessment for any reason other than serious illness, unexpected emergency or students representing the school in any capacity, will be marked absent and no retest / reassessment will be undertaken.

b) Prior written communication stating reason for student absence for test / exams should be given to the concerned Coordinator / Principal International Certification. A medical certificate stating illness must be submitted on return to school, in case of illness.

c) The decision to allow a retest / reassessment rests with the concerned Coordinator / Principal International Certification.

No teacher may undertake the same on individual judgment.

Moderation of student's work

MYP

To bring in transparency and to ensure fairness in marking the students' annotated work would be randomly chosen by one of the department members for moderation. The comments and possible assigned achievement level by the moderator teacher must be mentioned in a different colour pen and discussed with the subject teacher, should there be any differences, especially more than one.

The moderation will be applied only for End of Unit Assessment and End of Term Assessment. Moderator teacher from the department will collect a maximum of five copies for this purpose. The moderator would be decided by the programme coordinator.

IGCSE

Within School

In order to ensure a uniformity in the marking-

- 1. A mark scheme is shared among the teachers teaching the same class.**
- 2. The papers are exchanged between the teachers**
- 3. The HODs review the papers after corrections**

IGCSE Guidelines

We need to send each candidate's final mark, or the internally moderated mark, where more than one teacher/examiner is used for moderation to Cambridge. The guidelines about the number of samples required are specified in the Cambridge Samples Database.

The course works of the following subjects are moderated internally as well as externally-

Global Perspectives

Design and Technology

Art and Design

Enterprise

ESL (Speaking Skills)

French (Speaking Skills)

German (Speaking Skills)

Spanish (Speaking Skills)

IB Diploma Programme

Internal Assessment across all subjects are first internally moderated before the final work is uploaded onto the e-coursework system for submission to the IBO.

Special Educational Needs (SEN)

IGCSE

The purpose of using access arrangements is to remove barriers which may prevent candidates from accessing opportunities and achieving their full potential. Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs. For example, the use of a scribe, modified papers or extra time. There are three different groups of access arrangements.

IB DIPLOMA PROGRAMME

Students falling into the SEN category will be able to avail Extra Time and other Special Considerations that may be provided to them for the final DP Examination granted by the IBO. No announcements will be made during Tests / exams by teachers / invigilators about special requirements of students with SEN. This will be notified to invigilators in advance. This will be done to protect self-esteem and sensitivity of Students with SEN. Diploma Programme Assessments are both internal and external. Internal assessments are graded by school teachers and moderated by IBO in all subjects, while external exams are independently graded and reported by IBO.

CBSE

ASSESSMENT POLICY IN GRADE 6 TO 10 CBSE

Purpose of Assessment

- **To identify learners progress at regular intervals.**
- **To identify various techniques to encourage the learning process.**
- **To recognize the abilities of students which may differ in terms of needs and styles.**
- **To evaluate the level of a learner to go to the next level.**
- **To bring regularity in teaching learning process.**
- **Reinforcement**
- **Feedback for the corrective measure wherever needed in teaching learning methodology.**
- **Help the learner to identify the stream of his or her choice for higher level.**
- **Motivates learner.**

Assessment ensures the holistic development of a learner by having a pattern to assess scholastic as well as non - scholastic areas in which knowledge, understanding, application, creativity, attitudes and life skills are all assessed in some or the other way.

Although it is a continuous process, to make it more structured it is planned in such a way that all aspects are assessed through various tools and techniques as per need of what is

assessed and the way learners can be in the best possible way. Some of them are mentioned below like:-

1. Examinations
2. Quizzes
3. Research based projects
4. Debates
5. Elocution
6. Experiments
7. Group discussions
8. Presentation

Forms of Assessment

- i. Subject enrichment activities are formative which are conducted throughout the session making it an ongoing process with immediate feedbacks and corrective measures done. These can be subject specific, Interdisciplinary or group activities and aims at enrichment of understanding and skill development. There is lot of flexibility in these assessments to encourage creativity, motivate learners and go beyond class room teaching to connect with real life situations.
- ii. Other than these, Periodic Tests are conducted twice a year which are written tests but focuses on small portions for the learners to get prepared to handle larger syllabus.
- iii. Presentation of written work has also been given weightage to encourage the learners to write. It addresses the critical aspect of regularity, neatness and punctuality.
- iv. Structured pattern of formal written Examination is conducted twice a year after each Term. Written Examination includes objective, short answer and long answer questions. It has more weightage.

Pattern of Assessment

In Grade VI to VIII, yearly session is divided in two Terms as per school calendar.

1st Term - April to September

2nd Term is October to March

Pattern of assessment in Scholastic areas in Grade 6 to 8 is as follows:-

TERM 1	Weightage	Term 2	Weightage
Periodic Test 1	10%	Periodic Test 2	10%
Subject Enrichment activities	5%	Subject Enrichment activities	5%
Notebook	5%	Notebook	5%
Half Yearly	80%	Final	80%

In Year End Formal Examination, content and concepts assessed are mainly what is covered in 2nd Term but the important concepts from 1st Term are included, although weightage is 10% of 1st Term for Grade VI, 20% in Grade VII and 30% in Grade VIII.

Co – Scholastic activities includes

- 1. Work Education which refers to skill based activities and services useful to the community.**
- 2. Art Education**
- 3. Health and Physical Education(Sports)**
- 4. ICT**

Grading of all the above is term wise on a 3 point scale based on regularity, sincere participation, output and team work.

Mainstreaming of Health and Physical Education (PHE) from Grade IX ensures holistic development by participation of each learner in

- sports which can be individual sport or team game**
- Mass PT/yoga or Aerobics**
- SEWA (social empowerment through work education and action – This is to connect to community by social service, environment, elders and peers.**

To further inculcate good values, Discipline is given equal importance and to monitor it is graded is on a 3 point scale which is based on

- 1. Attendance**
- 2. Sincerity**
- 3. Behaviour**
- 4. Values**
- 5. Tidiness**
- 6. Respectfulness for rules and regulations.**
- 7. Attitude towards society, nation and others.**

***Grade IX and X* follows board pattern, however Grade IX is completely Internal Assessment but in Grade X, 20% is for Internal assessment and 80% for Final assessment which is external Board Examination.**

20% includes:-

- 10 % of Average of best two Periodic Tests is taken out of 3 conducted periodically.**
- 5% of Subject Enrichment activities**
- 5% Written work**

There's a gradual increase of syllabus in these Test whereas Final Board Examination assesses complete syllabus covered in the whole session.

CBSE 11-12

EVALUATION IN GRADES 11-12

At Senior Secondary level (Grades 11 and 12) the classes are divided into three streams – Humanities, Commerce and Science. In each stream the students study five subjects where English is compulsory and four specialized subjects are opted by them as per the stream chosen. The subjects offered by the school under three streams are as under-

HUMANITIES STREAM	COMMERCE STREAM	SCIENCE STREAM
1. English (Compulsory) 2. History 3. Political Science/Sociology 4. Economics/Applied Art/Physical Education 5. Psychology/Information Practices	1. English (Compulsory) 2. Accountancy 3. Business Studies 4. Economics 5. Maths/Psychology/Information Practices	1. English (Compulsory) 2. Physics 3. Chemistry 4. Biology/Computer Science/Physical Education 5. Maths/Psychology

GRADE 11 CBSE

Students of grade 11 are assessed on the basis of final examinations which are conducted at the end of term 2, internally by the school under the supervision of Central Board of Secondary Education (CBSE). Students also appear for four Unit Tests and one Summative Examination (Mid Term) before the Final Examination, marks of which are not included for promotion in grade 12. The exams are conducted as per the guidelines of the CBSE.

To be promoted to grade 12 students have to score at least 33% marks in the Final Examination in English and the four subjects they have opted for. If a student is unable to score 33% marks in one subject in the Final Examination he/she is given a chance to clear the same in compartment examination, which is conducted later to the Final Exams. On clearing the compartment exam the student is promoted to grade 12. However, if a student fails to score the minimum marks (33%) in two or more subjects he/she is detained in grade 11.

GRADE 12 CBSE

Students of grade 12 are assessed completely on the basis of their performance in the Board Examination popularly known as All India Senior Secondary Certificate Examination (AISSCE) conducted by the Central Board of Secondary Education (CBSE), every year during March-April. However, to assess the students internally three Unit Tests, one Mid Term Exam, Test Series Exams (two in every subject) and a Pre-board Exam is

taken before they sit for the Board Examination. Qualifying policy of grade XII also demands the exact benchmarks like grade XI, as aforesaid. The compartment exams are conducted by the CBSE only.

The report card issued by the CBSE includes the marks and grades in all the subjects.

The Grading system for grade 12 is as follows

Grade	Marks
A1	91-100
A2	81-90
B1	71-80
B2	61-70
C1	51-60
C2	41-50
D	33-40
E1	21-32
E2	00-20

The schedule of examinations conducted in grades 11- 12 are as under-

Name of Examination	Duration	Syllabus	Grade XI	Grade XII
Unit Test 1	1 Hour	20%	Mid May	Mid May
Unit Test 2	1 Hour	20%	Mid-August	Mid-August
Half Yearly/Mid Term Examination	3 Hours 15 Minutes	60%	Mid-September	Mid-September
Unit Test 3	20 %	20%	End of October	NA
Unit Test 4	1 Hour	20 %	First Week of December	NA
Test Series Examination (2 Consecutive Exams of same subject without	3 Hours 15 Minutes	Complete	NA	First Half of December

preparatory leave in between)					
Pre-Board Examination	3 Hours 15 Minutes	Complete	NA	Mid-January	
Final/Term End Examination	3 Hours 15 Minutes	Complete	Mid February	NA	
Compartment Examination (Internal)	3 Hours 15 Minutes	Complete	First week of March	NA	
AISSCE/Board Examination (Conducted externally by CBSE at designated Centre)	3 Hours 15 Minutes	Complete	NA	March-April	
AISSCE/Board Compartment Examination	3 Hours 15 Minutes	Complete	NA	June-July	

Practical Examinations are conducted in Mid Term and Term End Examination along with the theory exams as per the guidelines issued by the CBSE. Breakage of Practical and Theory Marks is as follows-

SUBJECT	GRADE	PRACTICAL COMPONENT	THEORY COMPONENT
English	Grade 11	20%	80%
	Grade 12	NA	100%
Accountancy	Grade 11	10%	90%
	Grade 12	20%	80%
Business Studies	Grade 11	10%	90%

	Grade 12	20%	80%
Economics	Grade 11	20%	80%
	Grade 12	20%	80%
Chemistry	Grade 11	30%	70%
	Grade 12	30%	70%
Physics	Grade 11	30%	70%
	Grade 12	30%	70%
Biology	Grade 11	30%	70%
	Grade 12	30%	70%
Mathematics	Grade 11	NA	100%
	Grade 12	NA	100%
History	Grade 11	20%	80%
	Grade 12	20%	80%
Political Science	Grade 11	NA	100%
	Grade 12	NA	100%
Sociology	Grade 11	20%	80%
	Grade 12	20%	80%
Physical Education	Grade 11	30%	70%
	Grade 12	30%	70%
Information Practices	Grade 11	30%	70%
	Grade 12	30%	70%
Computer Science	Grade 11	30%	70%
	Grade 12	30%	70%
Painting	Grade 11	60%	40%
	Grade 12	60%	40%
Applied Art	Grade 11	60%	40%
	Grade 12	60%	40%

REVIEW AND IMPLEMENTATION OF ASSESSMENT POLICY

Principal, Coordinators and Heads of Departments review the Assessment Criteria in consultation with subject teachers for each subject once in two years.

- **A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, Cambridge IGCSE and the National CCE curriculum are special features during the Orientation Programme for parents, students and teachers on the first day of the academic session organized by the Director of School, Principal Junior School, Principal CBSE, Principal International Certification, IBDP Coordinator, the IB PYP Coordinator and the Academic Dean.**
- **All school policies are communicated to the teachers, students and parents through regular communication and shall be uploaded on the school website.**
- **(PYP specific) We conduct a Parent orientation for the Pre- Primary School Parents once a year to acquaint them the ways of teaching Phonics (e.g. the parents should be aware of the way we write the letters of the alphabet and their sounds). We further acquaint Parents of Junior School with the method of inquiry, its progression and action through languages.**
- **The teachers are provided with their OCC information and encouraged to use it to regularly evaluate their instructional practices and to share best practices with their colleagues throughout the world.**
- **All new IB subject teachers meet with the Diploma Coordinator for an overview of the curriculum, practices, and assessments prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB in - house professional development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Programme curriculum and practices.**

Members involved in the Review process

- **Principal Junior School**
- **Principal CBSE**
- **Principal International Certification**
- **PYP Coordinator**
- **DP Coordinator**
- **IGCSE Coordinator**
- **MYP Coordinator**
- **CBSE Coordinator**
- **Head Middle School - CBSE**
- **Head Pre-Primary (PYP)**

This policy will be reviewed every two years.

Last reviewed in January 2019

Annexure 1:

April 2012

Suggested Conversion for Higher Education for students applying to Indian Universities

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, results for students applying to Indian universities will receive a transcript with IB grades and suggested percentages. The table below provides the suggested conversion of IB grades to percentage scores. Schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint of the range indicated for a particular grade.

IB Grade to Marks Scheme

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

Yours sincerely,



Stefanie Leong
Head of Development



Priyamvada Taneja
University Liaison