

Assessment Policy

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School Mission and Vision

School Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, happy learning environment in an evolving, diverse world by equipping the students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

School Vision

At The Choice School, we envision a passionate learning community that fosters a growth mindset for every student in a happy, caring and stimulating environment, providing them with equal opportunities to discover and develop aptitude and attitude for learning in an equitable environment that inspires and ignites curiosity, creativity, and confidence to transform lives and the world.

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1. Rationale

Education involves the perpetual refinement of inquiry, introspection, communication, and knowledge in lifelong learners. Effective learning encompasses crucial elements, among which the art of teaching informed by meticulous assessment stands paramount. The guiding principles and mission statements of The Choice School are deeply rooted in a comprehensive framework of assessment practices. It is the collective ethos among all stakeholders that assessment is a potent tool to strengthen and elevate the calibre of student learning.

Assessments at The Choice School are meticulously crafted to fulfill several crucial purposes, evaluating student learning, gauging the efficacy of the curriculum, aiding educators and learners in making informed choices regarding academic and personal development, and furnishing comprehensive insights into a student's overall growth.

2. Why Assessment Policy?

A policy should establish a uniform operational mode and uphold quality standards throughout all phases. The Choice School adheres to the guidelines outlined in this policy, thus guaranteeing and elevating the quality of curriculum delivery. Transparency is upheld, with the active involvement of all school stakeholders in this policy formulation process.

3. Assessment Philosophy

The vision of The Choice School entails creating a joyful, nurturing, and intellectually stimulating atmosphere where children can recognize and attain their utmost potential. Each child is given the opportunity to flourish within a non-judgmental environment. Assessment is

viewed as a reflective and immersive process intricately woven into the fabric of teaching and learning.

In this context, students gain profound insights into their roles as learners, understanding how and what they have acquired as knowledge. They actively participate in their own learning journeys. Furthermore, assessment encompasses the aspects of measurement and the discernment of the most suitable and accurate methods for documenting, recording, and conveying the learning process.

4. Objectives of Assessment Policy

The primary aim of the assessment remains consistent with its purpose: to evaluate, provide information, make corrections, and reinforce understanding of concepts, content, and context. The assessment practices at The Choice School will help:

- Facilitate the learning process.
- Gauge and monitor progress within the subject area.
- Provide timely feedback and offer additional support to learners.
- Reinforce an understanding of the learning goals and outcomes.
- Guide learners in achieving the desired learning outcomes.
- Engage in reflection for enhancing teaching and learning effectiveness.
- Assess the academic achievement level of individual learners.
- Conduct a comprehensive analysis of a learner's strengths and weaknesses.
- Promptly identify developmental delays, special educational needs, and unique abilities.
- Contribute to the evaluation, revision, and development of educational programs.
- Nurture curiosity and encourage questions.
- Foster a sense of ownership over one's learning.

- Provide clarity regarding systems and practices for all stakeholders.
- Ascertain learner's pre-existing knowledge before commencing teaching and learning activities.
- Evaluate the attainment of educational goals, values, and standards as outlined in the institution's vision and mission.
- Ensure holistic development and equip students with 21st-century skills.

5. Assessment in IB Programmes

5.1 Formative Assessment

Formative assessment entails continuously collecting and interpreting evidence to monitor student learning progress. Educators utilize this data to offer descriptive feedback that is both clear and specific, enhancing learning and refining instructional approaches. Examples include homework assignments, class questions, and peer assessments.

5.2 Summative Assessment

Summative assessment encompasses the systematic process of collecting and interpreting evidence to evaluate a student's comprehension of the course material. These assessments measure achievement against predefined criteria and are crucial for determining final grades and predicting IB scores.

5.3 Academic Integrity in Assessment

Assessment at The Choice School is founded on the principles of honesty, fairness, transparency, and authenticity. All assessment tasks are expected to represent each student's own understanding and achievement. While the school's Academic Integrity

Policy provides comprehensive guidance on ethical conduct, the following procedures specifically outline how academic misconduct related to assessment is prevented, managed, and addressed to ensure consistency, fairness, and educational growth across all IB programmes.

To uphold these principles, The Choice School fosters a culture of ethical academic conduct by explicitly teaching proper citation and referencing practices and providing ongoing support to both students and staff to proactively prevent academic misconduct. Consequences resulting from academic dishonesty or malpractice are communicated transparently. Before examination sessions, discussions are held with students and their families regarding examination conduct and regulations, and examination invigilators undergo comprehensive training. Teachers have the authority to apply sanctions for incidents of academic misconduct, irrespective of the context, whether occurring during classwork, homework, project-based learning, internal assessments, or evaluations that do not pertain to official IB examination submissions. Instances of academic misconduct are addressed in a manner that ensures fairness, consistency, procedural justice, timely resolution, and opportunities for educational growth. Each case is evaluated individually, and potential consequences may include assignment or assessment failure, semester or year failure, internal suspension, or, in exceptional circumstances, suspension or expulsion from the school.

As a general guideline, students are subject to the following sanctions for academic misconduct:

a. First Infraction: If a student is discovered to have engaged in academic dishonesty for the first time, potential consequences may encompass, among other actions:

i. Informing a parent or guardian.

ii. Engaging in a discussion with the student to underscore the significance of academic integrity and the repercussions of dishonesty.

iii. Mandating the student to resubmit the assignment or complete an alternative task without any additional scoring benefits.

b. Second Infraction: If a student is discovered to have committed another instance of academic dishonesty, potential consequences may encompass, but are not confined to: i. Notifying a parent or guardian.

ii. Convening a meeting involving the student, parents, and pertinent school personnel to discuss the recurrence of the offence.

iii. Issuing a formal warning or implementing disciplinary measures contingent upon the seriousness of the misconduct.

iv. Potential forfeiture of credits for the assessment or assignment.

v. Mandatory participation in an educational programme addressing academic integrity.

c. Multiple Infractions: In instances where a student persistently participates in academic dishonesty, potential consequences may involve, though are not restricted to:

i. Notifying a parent or guardian.

ii. Convening a meeting involving the student, parents, and pertinent school personnel to address the recurrent misconduct.

iii. Disciplinary measures may encompass suspension or expulsion from the IB programme.

The procedures outlined above apply to all school-based assessments across the PYP, MYP, and DP, while IB external assessments will additionally follow the regulations and requirements published by the International Baccalaureate Organization. Teachers, students, parents, and school leaders share collective responsibility for maintaining the integrity of all assessment practices.

6. IB Programme-Specific Policies

6.1 IB Primary Years Programme (PYP)

6.1.1 Forms of Assessment

At The Choice School, we employ a variety of assessment practices to guarantee high-quality teaching and learning. Assessment has three main forms - Assessment for learning, Assessment of learning, and Assessment as learning.

- Assessment for learning: This is designed to adjust teaching methods for educators and enhance learning for students. We utilize diagnostic/pre-assessments to evaluate students' existing knowledge and skills before instruction begins. These assessments provide valuable insights for both teachers and students, helping to inform and guide the subsequent learning process. Importantly, diagnostic/pre-assessments are not intended to be included in report cards and can include Pre-tests, discussions, observations, checklists etc.

Common formative assessments, including quizzes, classwork, discussions, observations, student notebooks/journals, and homework when applicable, will be implemented at various intervals within a unit to gauge students' understanding of the material, allowing teachers to tailor lessons to meet individual student needs.

- Assessment of learning: This focuses on evaluating the effectiveness of both learning and instruction. It primarily involves summative assessments, which measure, certify, and report students' proficiency to parents and guardians. These assessments also provide essential data that aid in administrative decision-making regarding students and their learning outcomes.

  Summative assessment, conducted at the conclusion of a unit, encompasses various tasks such as project presentations, reports, demonstrations, written and oral tests, exhibitions, post-tests, and student notebooks/journals, aimed at collecting and communicating data to stakeholders.

- Assessment as learning: This develops metacognitive skills, critical self-reflection, and deeper learning, focusing on the student as the link between assessment and learning.

  Peer assessment helps students qualitatively evaluate each other's work for reflection and learning, and self-assessment fosters metacognition and learner agency through ongoing reflection and goal adjustment. Both peer

and self-assessment are integral to promoting higher self-efficacy, standards, and motivation among students.

6.1.2 Reporting and Recording

- Student-Led Conferences (SLC): To ensure students are actively involved in their education and have a voice, choice, and ownership, we will organize Student-Led Conferences twice a year for all students. During these conferences, students will meet with their parents/guardians to discuss their progress in school. Teachers will also be available to address any questions or concerns during the conference. Additionally, parents/guardians and students can schedule meetings as needed at a time that works for everyone. Apart from Student-Led Conferences, we maintain regular communication with parents through learning letters and newsletters for each unit.
- Report Cards: Report cards will be distributed at the conclusion of each term, showcasing students' proficiency in subject areas, including both within and outside the Units of Inquiry, encompassing concepts and attitudes.
- Portfolios: At the end of each academic year, portfolios will be compiled containing comments regarding the learner profile attributes demonstrated by each child, significant moments from their learning journey, memorable and enjoyable experiences, their exemplary works, and accompanying pictures. These portfolios will be shared with students and their parents to celebrate their progress and achievements throughout the year.

- The Exhibition: The Exhibition is a formal event where final year PYP students present their learning journey to their parents and the community. It marks the culmination of the PYP and celebrates their transition to middle school, highlighting their Learner Profile attributes.

6.2 IB Middle Years Programme (MYP)

To measure the knowledge, understanding, and skills attained by students, it is necessary that continuous assessment should form an integral part of the IB MYP. The Choice School provides ample opportunities for continuous assessment through varied assessments. The faculty at The Choice School will assess the student continuously over a period of time through their performance in various individual and group activities.

The main objectives of assessment at The Choice School are:

- **Facilitate achievement**: Create opportunities for all students to improve and excel.
- **Growth mindset**: Focus on improvement and mastery rather than just final outcomes.
- **Ownership**: Encourage students to take responsibility for their own learning.
- **Learning tool**: Assessment is used as a tool for learning, of learning, and as learning to guide both students and teachers.

6.2.1 Principles of Assessment

The following principles guide our assessment practices to ensure they are fair, transparent, and effective:

- **Constructive feedback**: Teachers provide students with clear, actionable feedback that helps them understand how to improve and advance in their learning. Feedback is aimed at encouraging students to view learning as a process and a journey of continuous improvement.
- **Clear assessment criteria**: Expectations are established at the start, during, and at the end of each unit.
- **Honest reporting**: Student performance is reported accurately and regularly.
- **Authentic work**: Only genuine student work will be assessed.
- **Ongoing feedback**: Reports and feedback focus on guiding students toward improvement.
- **Curriculum alignment**: All assessments are designed to meet the standards set by the IB MYP framework while also aligning with the local curriculum. This ensures that assessments serve both international and national educational needs (NEP 2020).

6.2.2 Role for Stakeholders in Assessments

- **For Teachers**: Assessments inform instructional design and help identify gaps or strengths in student learning. Teachers can provide tailored support, set goals, and adjust teaching strategies accordingly.
- **For Students**: Assessments help students identify strengths, areas for improvement, and set personal learning goals. Feedback promotes self-reflection and learning ownership.

- **For Parents**: Assessments provide insight into their child's academic progress, strengths, and areas needing support, encouraging a collaborative approach to learning.
- **For Coordinators and Administrators**: Assessment data supports decisions for curriculum development, professional training, and continuous improvement across the school.

6.2.3 Types of Assessment

- **Formative Assessment**: Ongoing assessments that monitor student progress and inform instruction.
    - **Frequency**: Ongoing throughout the unit.
    - **Examples**: Quizzes, peer reviews, reflections, and group projects.
    - **Feedback**: Detailed and focused on strengths and areas for improvement.
- **Summative Assessment**: Final evaluations at the end of units, assessing student achievement against MYP criteria.
    - **Frequency**: At the end of each unit.
    - **Task-Specific Clarification**: Clear instructions, rubrics, and grading criteria are provided in advance.
- **Rescheduling**: If absent, students can reschedule assessments as per school policy.

■ **Assessment as Part of the Learning Cycle**

- **Continuous cycle**: Formative and summative assessments provide ongoing feedback that informs teaching and learning strategies.

- **Student reflection and goal setting**: Regular self-assessment helps students set personal learning goals.
- **Planning future learning**: Assessment data guides both teachers and students in planning for continued growth.

6.2.4 Feedback and Reporting

- **Feedback**: All assessments include detailed feedback that identifies strengths, areas for improvement, and next steps for learning. Clear and regular feedback is essential for student growth. All assessments will be followed by feedback that highlights students' strengths and areas for improvement. Teachers guide students in reflecting on their work and adjusting learning strategies accordingly.
- **Reporting**: Assessment results are communicated to parents and students, highlighting achievement of learning objectives and identifying areas requiring further development.

6.2.5 Effective Assessment Practices

Effective assessment at The Choice School is aligned with the learning goals of the curriculum. It is designed to cater to diverse learning styles and student needs. Assessments are both **formative** (ongoing) and **summative** (end of unit), ensuring a balance between monitoring progress and evaluating final achievements. The assessments are designed with the following points in focus:

- **Alignment with curriculum**: Assessments are designed to meet MYP objectives and curriculum goals.

- **Variety and differentiation**: Tasks are designed to cater to various learning styles and differentiated to meet individual student needs.
- **MYP Assessment Criteria**: Teachers use MYPs four criteria per subject, grading on an 8-point scale for each, with each subject's total contributing to the final grade. At the end of each term, our teachers will make a professional, evidence based judgment as to where the child's performance best fits against each of the four criterion in a given subject, over the course of the term. These four grades are then added up to get a total score out of 32 possible points (max 8 points x 4 criteria).

6.2.6 Internal Standardization and Moderation

To ensure fair, consistent, and reliable assessment practices in line with the IB Middle Years Programme (MYP), our school follows these internal standardization and moderation processes. Teachers participate in peer reviews and moderation practices within subject groups and use materials from the **Programme Resource Center** in **My IB portal** to analyze student work and ensure consistent grading practices.

Purpose of Internal Standardization and Moderation

- To apply MYP assessment criteria consistently across all subject groups.
- To promote fairness in evaluating student work and minimize subjectivity.
- To align our assessment practices with IB standards and expectations.

Internal Standardization Process

- Teachers teaching the same subject and grade level meet regularly to review and discuss assessment criteria and task-specific clarifications.
- Sample student work is assessed collaboratively to develop a shared understanding of expectations.
- Calibration sessions are held at the start of the year and before major assessments.
- Any grading discrepancies are resolved through discussion and agreement on criteria application.

Moderation of Assessment

- After initial grading by teachers, a sample of student work is reviewed by another teacher or a team to ensure consistency.
- Moderation helps verify that grades accurately reflect the MYP criteria.
- This process may include reviewing summative tasks, projects, or portfolios.

Record-Keeping

- Documentation of moderation processes and annotated student work is maintained for future reference.
- These records support accountability and serve as evidence during external evaluations or IB verification visits.

Role of the MYP Coordinator

- The MYP Coordinator oversees the standardization and moderation processes.
- They ensure teachers are trained in assessment practices and IB requirements.
- The coordinator also facilitates collaboration and the sharing of resources to promote consistent practices.

Professional Development

- Regular training sessions help teachers deepen their understanding of MYP assessment practices.
- Teachers are encouraged to attend IB workshops and engage with online forums to enhance their skills.

Transparency and Feedback

- Outcomes from moderation are shared with teachers to support continuous improvement in assessment practices.
- Constructive feedback is provided to help teachers apply assessment criteria more effectively.

6.2.7 IB MYP Course Requirements and Certification

Introduction to IB MYP eAssessment

The IB MYP eAssessment is an internationally recognized digital assessment framework designed to evaluate students' knowledge, skills,

and conceptual understanding at the culmination of the Middle Years Programme (MYP). It aligns with the IB's commitment to fostering critical thinking, creativity, and real-world problem-solving abilities in students aged 11–16.

The eAssessment consists of a combination of on-screen examinations, ePortfolios, and personal projects, offering students diverse opportunities to demonstrate their learning. These assessments are externally marked and moderated by IB examiners, ensuring global standards and consistency in evaluation.

Key Features of the IB MYP eAssessment:

- Interdisciplinary Focus: Evaluates students' ability to integrate knowledge and skills across disciplines.
- On-Screen Examinations: Tests subject-specific skills in areas such as Language and Literature, Mathematics, Sciences, Individuals and Societies, and the Arts, using dynamic, interactive digital platforms.
- ePortfolios: Students showcase work from creative and practical projects in subjects like Design and the Arts.
- Personal Project: Students independently research and develop a project, reflecting their interests and demonstrating personal growth and academic engagement.
- Criterion-Based Assessment: Aligns with MYP subject-specific criteria, emphasizing inquiry, critical thinking, communication, and application.

The eAssessment framework promotes a holistic evaluation of students' abilities, moving beyond rote memorization to assess conceptual understanding, global awareness, and the practical application of knowledge. It prepares students for success in the IB Diploma Programme (DP) and other post-secondary education pathways by nurturing lifelong learners with a global perspective.

IB MYP eAssessment Certificate:

In MYP5, the maximum score for the IB MYP E- certificate is 56, and a grade from 1-7 is assigned to each required eAssessment. Students must achieve a total of at least 28 points, with a grade of 3 or higher in each eAssessment component, to be eligible to receive the IB MYP Ecertificate.

The criteria for each subject is listed below:

Criteria/ Subject	**A**	**B**	**C**	**D**
Language and Literature	Analyzing	Organizing	Producing text	Using language

Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science.
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas.	Creating the solution.	Evaluating
IDU*	Evaluating	Synthesising	Reflecting	___
Personal Project	Planning	Applying skills	Reflecting	____

* Assessed at least once during the course.

ePortfolios (coursework):

In MYP5, ePortfolios are done in Music, Physical and Health Education, Arts and Design (Students can choose to do their ePortfolio from one of the subjects). The completed ePortfolios are internally assessed and submitted to IB for moderation. ePortfolios are used to collect and showcase student work, and to demonstrate student learning and progress in the context of the MYP subject groups and global contexts. Teachers use the MYP assessment criteria to evaluate student work and provide feedback, which is then used to inform future teaching and learning.

MYP Personal Project:

Students start their work on the personal projects in MYP 4 and to be completed in October month of MYP 5. The students are expected to spend at least 25 hours on their personal projects. Under the supervision of the Personal Project Coordinator and student supervisor, the students complete their inquiry to arrive at a unique product or solution. Personal Project is a compulsory part of MYP preparing the learners with balancing of time needed for planning, completing the product and producing the report.

Service As Action :

To procure the MYP Certificate, learners are required to actively participate in meaningful community engagement throughout the programme. From Year 3 to Year 5, students will undertake a minimum of one long-term service initiative lasting at least a year, such as volunteer-ships, internships, or sustainable, student-led projects. Additionally, each subject will incorporate short-term service opportunities into its curriculum for each year. Students will maintain a Service

Portfolio to document their activities and reflect on their growth and contributions. The school will offer the necessary resources and guidance throughout the process.

6.2.8 ATL Clusters

ATL skills learned and practiced during units or outside, can be integrated in assessment through a variety of tasks and projects involving problem-solving, hands-on approaches (individually and in groups), as well as traditional testing. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology. ATL skills will be explicitly taught and formatively assessed in all the subject groups.

6.2.9 Grade Boundaries and Achievement Levels

- **Grade Boundaries**: Subject-specific grade descriptors determine grade boundaries based on the achievement level (1 –7). The final grade for a subject is determined by adding together the scores for each assessment criteria, which are equally weighted at 8 points each. The total is then converted into a grade using the IB's grade boundaries. The total score is then compared to grade boundaries set by the IB to give students their overall grade for the semester.

- **Achievement levels**: Each criterion has eight possible levels of achievement (0–8), divided into four bands. Each band has its own unique descriptor. Teachers use the descriptors to make “best-fit” judgments about students’ progress and achievement. The “best-fit” approach reflects the criterion-related philosophy of MYP assessment which does not require

students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of what good looks like. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. Level 0 should not be used for missing work.

6.2.10 Recording, Reporting, and Communication

- **Use of Managebac**:
    - The school uses the ManageBac system to record and report assessments. This system enables students, parents, and teachers to access up-to-date assessment data, including formative and summative assessments, feedback, and academic progress.
    - Teachers update ManageBac with details of teaching plans, assessment tasks, and grade reports.
- **Communication of Assessment**:
    - ManageBac also allows teachers to post homework, assessment tasks, and feedback, ensuring transparency in the assessment process and consistent communication with parents and students.
    - There are two terms, and at the end of each term, parents will receive a report card reflecting the summative assessment results.
    - In an academic year, 2 to 3 student-led conferences will be organized.

6.3 IB Diploma Programme (DP)

6.3.1 Formative Assessment

Formative assessment serves the dual purpose of enhancing learning and refining instructional approaches. An illustrative example of a formative assessment might be a homework assignment or probe. It can also be a teacher's in-class question to gauge a student's grasp of a concept. Moreover, formative assessments create opportunities for students to evaluate their own work and that of their peers. This self-assessment and peer assessment process aids students in recognising their strengths and weaknesses, ultimately helping them develop strategies for improvement. Both formal and informal formative assessments are instrumental in pinpointing students' learning needs, shaping the learning process, and preparing students for summative assessments.

6.3.2 Summative Assessment

At The Choice School, students must take end-of-semester examinations that closely mirror the final IB examinations scheduled for May. Summative assessments carry significant weight in determining a student's final grade for a given course and play a crucial role in determining the predicted grade submitted to the IBO in April. These assessments also convey information regarding student achievement to students themselves, teachers, parents/guardians, and other relevant stakeholders.

6.3.3 IB Assessments

IB instructors employ diverse formative and summative assessments to facilitate and promote student learning. It's important to note that the IB system employs a criterion-referenced approach rather than a norm-referenced one. In this context,

student’s work is evaluated with respect to clearly defined levels of skill proficiency rather than in comparison to the work of their peers. These skill proficiency levels for each subject are derived from the course's aims and objectives established by the International Baccalaureate Organization (IBO). This approach is designed to ensure fairness to students globally. The criteria for achieving these skill levels are comprehensively explained to students in each course and serve as the central focus of classroom activities and homework assignments.

a) Internal Assessment

IB internal assessments serve as a means for educators to evaluate certain aspects of students' performance throughout their IB courses. These assessments encompass tasks such as English individual oral commentaries, language presentations, historical investigations, laboratory reports, and math projects. Our dedicated teachers are responsible for grading these internal assessments, and the grades attained hold significant weight in a student's overall final IB score. These assessment results and a representative sample of work evaluated by The Choice School teachers are submitted to the International Baccalaureate Organization (IBO). Subsequently, an IB moderator assesses how closely the teacher's grading aligns with the IB grading rubric. The IBO may adjust the assignment grades if the teacher’s marking is deemed excessively stringent or lenient.

Internal assessments allow students to demonstrate their mastery of skills beyond the scope of other culminating assessment tasks. Students receive substantial instruction and practice throughout their courses to adequately

prepare for these demanding evaluations. In each IB subject, teachers are provided with precise assessment criteria and guidelines for marking each criterion. When determining a grade, the teacher selects the level of achievement that best matches the quality of work being assessed. These achievement criteria are clearly communicated to students well before the internal assessments. IB assessments are scored on a scale ranging from 1 (low) to 7 (high).

b) External Assessment

IB external assessments encompass evaluations conducted by students at The Choice School under the supervision of our educators and subsequently assessed by external IB examiners. The primary mode of external assessment involves final examinations, although other forms of work such as Extended Essays, Written Assignment papers, and TOK essays also undergo external evaluation.

The administration of IB examinations for The Choice School students occurs in May, with examination dates predetermined by the International Baccalaureate Organization (IBO) and communicated to students a year before their examination year. It's important to note that IB exams are rigorously conducted in strict adherence to IBO regulations. Typically, IB external assessments contribute to approximately 70% of a student's final course grade, although the precise percentage may vary depending on the specific course.

6.3.4 School-Based Assessment

In addition to IB internal and external assessments, our IB educators also utilise school-based student assessments. These assessments are indispensable for students' academic progress and are instrumental in shaping our students' report card grades. Throughout the course, report card grades are generated through various means, including unit tests featuring previous IB exam questions, practice examinations, and in-class assignments designed to align with IB assessment principles and assessments.

For evaluating school-based assignments, teachers employ rubrics that incorporate IB standards. The assignment scores are then translated into the IB 1-7 scoring system, guided by the mark bands detailed in the annual subject reports provided by the IB. It is important to note that these school-based assessments do not factor into the final IB grade, which the IBO confers in July. In the concluding semester of a course, teachers rely on school-based assessments and subject-specific grade descriptors to determine the student's predicted grade.

6.3.5 Recording and Reporting

School-based interventions play a pivotal role in cultivating students' sense of responsibility concerning the submission of significant subject-specific internal assignments and their preparation for board examinations. These assessments also serve as a valuable tool for educators to gauge student progress at various course levels, enabling them to make well-informed decisions when determining predicted grades. The reporting system employed by the school facilitates the dissemination of information to parents, equipping them to provide effective support to their children in maximising their academic achievements. Additionally, the teachers, possessing a comprehensive understanding of the

demands within their respective subject areas, collaborate to establish a timetable at the commencement of the academic year. This collaborative effort ensures students are not unduly burdened with multiple assignment deadlines. Grades in IB courses are reported using the IB 1 - 7 scale, as outlined below. These 1-7 levels are determined according to standardised criteria established by the IB for assessing achievement in each course. This level is reported to students and post-secondary institutions.

6.3.6 IB Grading Scale

7: Excellent Performance

6: Very Good Performance

5: Good Performance

4: Satisfactory Performance

3: Mediocre Performance

2: Poor Performance

1: Very Poor Performance

The IB DP handbook is the first mode of communicating IB Diploma Programme curriculum outcomes and assessment practices. Parent-teacher conferences are scheduled on a term basis, with three terms per year. During these sessions, parents engage in one-on-one discussions with their child's respective IB teachers to review their progress. Teachers maintain individual communication with parents through methods such as email, phone calls, or in-person meetings when

necessary. Additionally, parents can access the IB term report cards through the Choice School Management System (CSMS) and Managebac.

DP category candidates must study six subjects - one course in each academic group: Language and Literature, Language Acquisition, Individuals and Societies, Science, Mathematics, and the Art or Elective. Performance in each IB subject is graded on a scale of 1 to 7 points, plus the three core subjects—EE, TOK, and CAS. They must accumulate no fewer than 24 points from assessment in these subjects and grade stipulations.

6.3.7 Award of IB Diploma

The IB Diploma is awarded when a candidate meets the conditions outlined below:

i. CAS requirements are met.

ii. The candidate has earned at least 24 points.

iii. An N is not awarded for TOK, EE or any subject (HL/SL).

iv. A grade E is not awarded for one or both of TOK/EE.

v. There is no grade 1 awarded in any subject.

vi. Grade 2 has not been awarded three or more times in any subject (HL or SL).

vii. Grade 3 or below has not been awarded in any subject (HL or SL) four or more times.

viii. The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).

ix. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).

x. The final award committee has not judged the candidate to be guilty of academic misconduct.

Successful IB Diploma Candidates will receive an IB Diploma and a document delineating the overall IB Diploma point score, subject grades, fulfilment of all CAS prerequisites, and any earned points. Furthermore, individual grades for the amalgamation of Theory of Knowledge and the Extended Essay will be included.

In the event that a candidate does not meet the criteria for receiving an IB Diploma, they will receive a certificate detailing the grades achieved in individual subjects. This certificate will also encompass the outcomes of the Theory of Knowledge and the Extended Essay and confirmation of the fulfilment of all CAS requirements, as applicable.

7. Integration of IB Policies

Adherence to academic integrity is rigorously maintained in accordance with the Academic Honesty Policy. Students with specific learning requirements receive tailored support according to special educational needs and language policies.

7.1 Monitoring and Evaluation of the Policy

The academic core team and the Program Coordinators, led by the Head of the school, oversee the policy's execution. Regular monitoring can lead to periodic adjustments, enhancing classroom practices and fostering a reflective assessment system, contributing to developing students with international perspectives and a commitment to lifelong learning.

7.2 Policy Review

The Assessment Policy undergoes regular evaluations by a review panel comprising the school head, the IBDP coordinator, the IB MYP coordinator, the IB PYP coordinator, and the IB academic core team. Copies of this policy are distributed to students, parents, and staff, requiring acknowledgment of comprehension and acceptance. The next review is scheduled for the next academic year.

8. References

- "International Baccalaureate Middle Years Programme award". *International Baccalaureate Organization,* 2016, https://www.ibo.org/globalassets/new-structure/recognition/pdfs/ib-myp-course-results-certificate-2016-en.pdf .
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- "Middle Year Programme". *International Baccalaureate Organization,* http://www.ibo.org/myp/.

- “MYP: From principles into practice”. *International Baccalaureate Organization,* 2014. http://store.ibo.org/

Last reviewed on:

November 21, 2025

April 18, 2026

Updated on: 25th August, 2026 by the School’s SLT and PLT, including teachers from all the programmes.

Next review date:

April 18, 2027