



DELHI PUBLIC SCHOOL, BANGALORE SOUTH

ASSESSMENT POLICY

A) SCHOOL MISSION STATEMENT

- To encourage creativity and innovation within each child so as to make him an able contributor to society.
- To enable our students to grow into global citizens of tomorrow imbibing the best of values, respecting individual cultural and religious differences hand in hand with academic excellence.
- To instil in the children environmental consciousness incorporating sustainable practices for a better tomorrow.
- To provide to all faculty members opportunity of growth through enhancement of knowledge in their fields of learning.

B) IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right

C) SCHOOL ASSESSMENT PHILOSOPHY

Assessment is an important part at Delhi Public School Bangalore South. Our goal is to address the requirements of the IBCP as explicitly mentioned and prescribed in the IB (International Baccalaureate) documents.

The purpose of assessment at DPSBS is to provide information on student learning, improve student learning and contribute to the efficacy of the learning programmes. Assessment is an ongoing process of gathering evidence for and of learning. This evidence will be used to give recognition and timely feedback to the learners and all other stake holders. Assessment will reflect best practices that support the learners' and the teachers in the advancement of student learning.

DPSBS is an international-minded school providing its students with both a worldwide perspective and a strong connection to the local communities in which we live. We offer many opportunities for families and communities involved in the education of our students. Our educational approach focuses on the holistic development which in turn will nurture the intellectual, emotional, and social needs of each child. We recognize and value the unique abilities of every child. Our teachers are committed to maximizing the academic success of each student by providing innovative instruction based on good educational practices.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

The IB mission statement can be viewed at: <https://www.ibo.org/about-the-ib/mission/>

The IB learner profile can be viewed at:

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

OBJECTIVES OF ASSESSMENT

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also provides information on student's learning to parents, administrators and stake holders.

Assessment is planned at the start of the unit and demonstrates clear links between the assessment tasks and all components of the planner (central idea and Lines of inquiry, key concepts), teacher and student questions, learning activities as well as alignment to the National Curriculum Framework.

EFFECTIVE ASSESSMENT FOR STUDENTS ADDRESSES:

- All the five essential elements (knowledge, concepts, skills, attitudes and action) and the learner profile.
- Students as an active part of the learning process through reflection and demonstration of their understanding.
- Students' strengths and demonstrates mastery and expertise.
- Analysing and understanding student's learning and what needs to be improved.
- Involvement of students in the development of some of the assessment activities and tools (eg-rubrics).
- The students' need to be responsible learners and perform at a higher level when challenged.

EFFECTIVE ASSESSMENT FOR TEACHERS ADDRESSES:

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

EFFECTIVE ASSESSMENT FOR STAKEHOLDERS ADDRESSES:

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

D) ACADEMIC DISHONESTY

- In confirmation with the school's 'Academic Honesty Policy', the assessment policy defines academic dishonesty as:
- Plagiarism/collusion/duplication/misconduct/copying/paraphrasing:
- The student is required to re-submit/ redo assignment or assessment work if found plagiarized. Parents will be notified by the teacher and the malpractice will be noted in school records.
- Second instance:

- The student work will not be accepted for assessment. The parents are notified by the coordinator/HOS and the act will be put in school records.
- Repeated malpractice: The student will be recommended for withdrawal from the school

Ref: Academic honesty in the IB educational context (August 2014, updated November 2016)

E) ASSESSMENT PRACTICES

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, assessment may take place at the start of teaching units (pre- assessment), carry on through units (formative assessment), and take place at the end (summative assessment).

Students should be involved in assessing themselves and be allowed to identify personal targets, thus motivating them to learn as these targets are achieved. Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated assessment, which provides a platform on which students can perform to the best of their ability.

The IB learner profile is transparent in the classroom, and evident in the general language of the school. Teachers might use informal observation to give feedback to students, but actual assessment is only done as student self-assessment. The students should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age groups and language abilities.

All syllabuses for the international baccalaureate specify required learning outcomes in the beginning of the chapter. The learning outcomes state the milestone of achievements for the students in a chapter in the domain of knowledge and understanding of that subject as well as the cognitive, personal and academic domain.

a) Pre-Assessment

All teachers will assess student's prior knowledge and experience before embarking on new learning experience in an appropriate way.

b) Formative Assessment

Through a variety of methods, ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. The primary goal of formative assessment is to provide detailed feedback to students and teachers about the knowledge, skills and understanding that students should develop as opposed to accurately measuring each students' level of achievement. The information gained from formative assessment can be used to develop student capabilities and to facilitate success. The focus therefore is more on what knowledge and skills the student should develop rather than measuring the current level of achievement. Formative assessment occurs continuously and is integrated into daily instruction. Formative assessment may include structured or spur of the moment observations, verbal assessments, pre-tests, formal and informal interviews or discussions, student reflections, ongoing class projects and various forms of short answer testing. Formative assessment should be set at the right level of challenge and should be adjusted as the student progresses.

Evidence of learning is recorded either on the mark centre or in separate files to enable teachers, students and parents to evaluate student learning and make any necessary adjustments. Students are encouraged to adopt a proactive approach to formative assessment of their own learning and are

given opportunities to evaluate both themselves and their peers. Teachers provide students with continuous descriptive feedback with the aim of providing students with an understanding of what they are doing well as well as areas for improvement. Formative assessments are not usually used to determine grade levels.

c) Summative Assessment

Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative assessment is used for different purposes. These may include measuring student achievement, certification of students and as a driving force for curriculum reform. Summative assessments are given periodically to determine at a particular point in time and are used as part of the grading process. Examples of summative assessments include, but are not limited to, semester examinations and tests, final drafts of research reports or essays, and practical lab reports.

Summative assessments may take a variety of formats (including, for example, tests, examinations, lab reports, essays, presentation, projects, etc.).

F) TYPES OF ASSESSMENT (F-G)

DPSBS uses a wide variety of formative and summative assessment methods. Assessment in its various forms is a critical component of the educational journey and can be used for a variety of purposes. The aim of an assessment will have a significant impact on its style and format. Assessment is ongoing and is integrated with instruction.

Types of assessment that are used include, but are not limited to:

1. Class discussions
2. Essays
3. Experimental investigations
4. Fieldwork
5. Group and individual oral presentations
6. Oral commentaries
7. Multimedia presentations
8. Multiple choice style questions and quizzes
9. Online discussion forums
10. Journals

11. Class Debates
12. Tests and Examinations
13. Exhibitions
14. Student lecture /Learning
15. Interdisciplinary Learning

G) ASSESSMENT FOR THE IB CP PROGRAMME

Assessment in the IBCP Programme is strictly guided by the IBO guidelines and practices. The school will publish an assessment program early in academic year indicating the tasks that will take place throughout the year.

The assessment of student's performance will be done with variety of assessment tools, including a moderated formal examination, project work, class participation, group exercises, presentation, quiz etc.

In the Career-related Programme, assessment is intended to support curricular goals and to encourage appropriate student learning and teaching methods based on the feedback to students on these assessments.

DPSBS is a candidate school for CP and in being so is committed to outline assessment policy and procedures that align with the requirements of the programme.

H) GRADING SYSTEM FOR THE CAREER RELATED STUDY

The career related study constitutes of 720 hours of guided learning hours.

Each separate module constitutes of individual assessment criteria (that is assessed both internally by school as well as externally by WACP, an accredited CRS service provider) as well as a capstone project.

Assessment of the Career Related Study modules is bifurcated into two sub sections

1. Continuous internal assessment
2. External assessment

The following Career Related Studies are offered at DPSBS school

1. Artificial Intelligence
2. Business Administration

Assessment of the Career-related study is conducted by the school and moderated by the CRS provider (WACP). Examinations for the CRS are held bi-annually just before the DP exams.

Assessment allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in a variety of ways.

- WACP CRS has ongoing, continuous assessment and summative assessment, and students will receive Certification only after successful completion of the assignments & assessments.
- Continuous Assessment process will provide an understanding to the Facilitator the depth to which the student understands the theory.
- Students will encounter many different kinds of assessment methods, for example: written exams, written assignments, portfolios, project work, reports, individual or group oral presentations and practical skills assessment.
- The Assessments shall be divided into parts i.e., Formative Assessments including Assignment, Projects, Case Studies etc. which will be of 40 marks and the Summative Assessments which will be of 60 marks.
- Assessments will help in demonstration of the student's ability to synthesize classroom learning with real life scenarios of managing and running business.

- The CRS will be assessed summatively, end of year assessments will take place in Year 1 & Year 2. It will be externally moderated by WACP.

For successful completion of the CRS following are the requirements:

- Achieve at least a minimum of 41% or above in end of year assessments in each course
- Internship portfolio submissions (including the written tasks & reflections)
- Submission of Capstone Project
- Students should not have received penalty for academic misconduct
- Completion of any other submissions/workshops/masterclass as suggested in the course.

I) ASSESSMENT FOR IBCP CORE:

DPSBS is committed to orient its faculty about the four CP core components and the requirements there in for the successful accomplishment of these requirements.

DPSBS is committed to encourage teachers to follow the assessment criteria for Personal and Professional Skills Course, Language Development and Service Learning developed by WACP

- **PERSONAL & PROFESSIONAL SKILLS**

Personal and Professional skills constitute of 90 hours of IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. Every PPS course is unique to DPSBS and created by the school in the local context including but not limited to social and communication skills, self-management skills, thinking skills, research etc. students are expected to showcase these skills in all endeavours and at all times. The assessment of this is interconnected with the whole IB career related programme as a unit.

PPS assessment is a tool for reinforcing the aims of the core, encouraging good classroom practice and appropriate student learning. Importantly, reliable and valid assessment provides differentiated information about student achievement to inform further planning to address the needs of students. PPS teachers may use interactive ways to assess grasp of this component as well as focus on problem areas. Formative assessment techniques are encouraged for the assessment of the personal and professional skills.

PPS learning outcomes may be demonstrated many times in a variety of activities, and others occasionally—but there must be some evidence of every outcome. The PPS coordinator along with LD faculty is responsible for setting the wider requirements for students' achievement within personal and professional skills.

The portfolio will comprise of evidences of the best activities done during the two years of the program. This would be the final evidence to mark the student has completed PPS course satisfactorily.

The status of PPS will be reported to the IB through IBIS towards the end of CP on whether or not each student has satisfactorily completed the course.

Students/Parents will be informed at times about their progress during internal discussions in school individually/as a group, through PTMs and through Entrar.

Ref: Personal and professional skills guide (For use from August 2016)

- **LANGUAGE DEVELOPMENT**

Language Development constitutes of 50 hours of IBCP core. The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc.) or individual assessments (including written tests, essay writing, storytelling etc). CP coordinators, together with the language development teacher/supervisor, should ensure that students study the language that supports the language of their DP courses.

DPSBS is committed to ensure that students are oriented about the requirements of Language Development, must document and create their own language portfolio and complete it to the satisfaction of the school, it is updated, relevant, reflective and comprehensive, and report about the status of Language Development towards the end of CP through IBIS on whether or not the students have successfully completed all the requirements of LD. This is not assessed by the IB but may be subject to sample review during CP evaluation.

Progress of language development is assessed based on the progress of the language portfolio or via the aid of online apps such as Duolingo that automatically track progress.

Language Development has relevance to each five components of Personal and Professional skills and will be developed uniquely in consequence of PPS faculty.

Reporting of language development will occur as follows:

- Through parent teacher meetings which will be held twice a year in October and in January
- Through rubrics created for activities
- Through portfolios to show the students examples of work
- Through students' self-assessment forms

Language development teachers or supervisors will meet with each student to discuss their language development progress and provide encouragement, support and advice as needed. These meetings will be briefly documented by the teacher on a simple progress form and placed in the student's language portfolio

Ref : Language Development guide (For use from August 2016)

- **SERVICE LEARNING**

Service Learning constitutes of 50 hours of student's core dedicated to authentic real-life service learning projects. DPSBS ensure that students follow the process of service learning, when done well, engages students in inquiry. Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **prepare** by learning more to deepen understanding
- take **action** based on the verified need
- **reflect** on what they have done along the way
- **demonstrate** their understandings and accomplishments to an audience

At DPSBS, we ensure that students gain experience with a reliable yet flexible structure that they can then apply with confidence to future situations in many aspects of their life.

Students are expected to complete and document these hours in the following stages and document their experiences in the service learning portfolio. Service learning experience represent the process with five key parts: **investigation, preparation, action, reflection** and **demonstration**.

The 3 interviews will be used as assessments tools to monitor progress.

At the end of 2nd year the student is expected to complete the project/portfolio along with minimum 3 activities to support the program.

When the above criteria's have been met it would be considered that the student has satisfactorily completed service learning. Student voice is a critical part of the assessment and self-evaluative process. School reports to the IB whether each student has satisfactorily completed service learning.

Students/Parents will be informed at times about their progress during internal discussions in school individually/as a group, through PTMs and through Entrar.

ref: Service learning guide (For use from August 2016)

- **REFLECTIVE PROJECT**

Reflective Project constitutes of 50 hours of IBCP core. The Reflective Project coordinator of the school will internally assess and standardize all the Reflective Projects based on the criteria A to E provided by the IB.

The school will send the sample of the Reflective Projects to the IB through IBIS for moderation for confirmation of the school's marks and grades for the same.

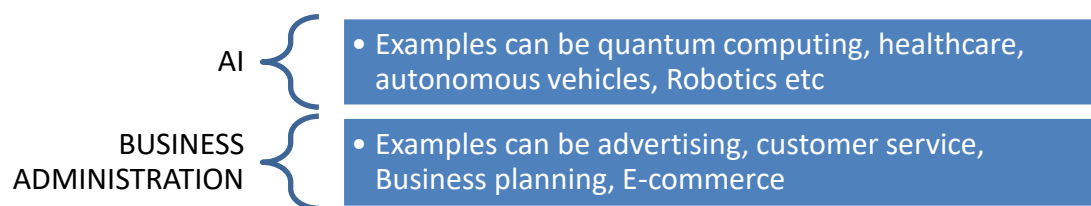
DPSBS acknowledges that any student awarded a grade of E for the Reflective Project will not be awarded the Certificate of the Career-related Programme of the International Baccalaureate.

The Reflective Project will be assessed using grades A to E, with A representing the highest in the mark-band. Minimum of 50 hours are expected to be contributed to the development of the piece of writing (Essay). Apart from the support and guidance from the RP supervisor, students will also get assistance in their Personal and Professional Skills teacher to develop their concentration, edification, referencing and scaffolding abilities

THE FORMAT

Option – 1

A written Essay (maximum 3,000) words. It should consist of all the components except reflection which is an important part of RPPF. The issue should be identified by the student



Option – 2

A written essay (1,500-2000) words with a supportive format like film, presentation, interview, play or display). Together, the written essay and additional format should cover all the requirements except the reflection RPPF.

The formats are as follows;

- -short film (7 minutes) This could be documentary, drama, a news report. Students can choose a film script instead of 700 words.
- a spoken presentation (7 minutes) recorded audio or video. Students can choose a written script of 700 words instead. This could be an interview which will allow students to imagine and develop conversation between two or people.
- a play (recorded on audio or video of 7 minutes) This can include one or more characters performing a drama that supports the elements of the reflective project. This could include dialogues, music and sound effects. There is an option of submitting a written script instead of 700 words.

- a display (a storyboard of photo essay using up to 15 annotated images; 700 words). This is a linear narrative told through the use of imagery. This is one way to provide overview of the RP and create points of conversation or illustrate particular ideas or thoughts.

The Reflective Project is assessed by school and moderated by the IB. It uses a criterion-based approach.

The school will assess all the Reflective Projects. A sample will be sent to an external moderator to confirm grading. The RPPF form will be used to assess criterion E. Any student awarded a grade of E for the reflective project will not be awarded the IBCP Certificate.

GRADING SYSTEM FOR REFLECTIVE PROJECT

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	<ul style="list-style-type: none"> • Ethical dilemma and issue • Research question • Methodology 	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> • Context • Local or global example • Alternative perspectives and perceptions of dilemma 	9 marks
C: Critical thinking	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	12 marks
D: Communication	<ul style="list-style-type: none"> • Structure • Layout 	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> • Process • Engagement • Research focus 	6 marks
Total marks		36

J) DP COURSE COMPONENT OF IBCP:

DPSBS will register students for at least 2/3 DP subjects that provide links with their Career Related Studies pathway. The students will have the choice of selecting any combination of SL and HL subjects (both SL /both HL/one HL and one SL)

The students will be completing the requirements of the DP subjects as outlined in the DP subject guides, except the DP core.

More than one course can be chosen from the same group in any combination of HL or SL.

DPSBS will opt for following DP subject under each CRS course

- 1. Artificial Intelligence: Physics, Chemistry, Mathematics, Optional (Biology)**
- 2. Business Administration: Business Management, Economics, Optional (Mathematics)**

DP course Component “Restrictions” for the IBCP:

- 1) Registering the same subject for SL & HL
- 2) Registering the same language for group 1 and group 2 subjects
- 3) Registering for any 2 subjects from Group 5
- 4) Registering for any pilot subject
- 5) Registering for any core component of DP course

K) FORMAL IB ASSESSMENT

Internal Assessments

Internal assessments are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the classroom teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students’ school grades as well as assignments that contribute to the students’ IB score for that subject.

External Assessments

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must sit the IB examinations on the assigned test date. All external assessments are conducted in a manner that abides by the *Handbook of Procedures for the Diploma programme*.

L) AWARDING OF THE IBCP CORE

Grading system for the IBCP Core Teachers are encouraged to develop their own assessment criteria for all core components except the reflective project, depending on the context of the assessment, the student and the course.

Students should be able to provide the final evidences in the form of guided coursework in different formats as per the requirement of IBCP core.

The form of assessment should vary and teachers must ensure that students are explicitly aware of what is expected and that measurement of their achievements is valid, reliable, consistent, authentic and fair.

DPSBS grading system for CP Core (PPS, LD, SL) At DPSBS, we follow the below grading criteria for three CP core subjects.

GRADES	PERCENTAGE	DESCRIPTION
A	90-100	Excellent
B	75-89	Good
C	55-74	Satisfactory
D	40-54	Not adequate
E	Below 40	Need assistance

Regular feedback will be shared with the parent and the student through the school online platform and the report card will be issued mentioning the completion criteria of the CP Core as per the information shared with the students at the beginning of Year 1. The form of assessment should vary, and teachers must ensure that students are explicitly aware of what is expected and that measurement of their achievements is valid, reliable, consistent, authentic and fair.

Students must achieve a minimum of a D grade in each component in order to pass the course and achieve the full qualification.

M) ACCUMULATIVE REPORTING PROCESS OF STUDENT PERFORMANCE:

For DP subjects the school follows the International Baccalaureate 1 (low) – 7 (high) grade scales.

The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitments.

SAMPLE REPORT CARD OF A STUDENT

GRADES (CRS and CORE)

GRADES	DESCRIPTION
A	Excellent
B	Good
C	Satisfactory
D	Not adequate
E	Need assistance

	GRADE	REMARKS
CRS		
SUBJECT		
CP CORE		
PERSONAL AND PROFESSIONAL SKILLS		
SERVICE LEARNING		
REFLECTIVE PROJECT		
LANGUAGE DEVELOPMENT		

GRADES (DP)

GRADES	DESCRIPTION
7 Excellent	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality
6 Very good	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking
5 Good	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking

4 Satisfactory	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking
3 Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
2 Poor	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support
1 Very poor	Minimal achievement in terms of the objectives.

	GRADE	REMARKS
DP SUBJECT 1		
DP SUBJECT 2		
DP SUBJECT 3		
DP SUBJECT 4 (Optional)		

HOLISTIC REPORT

ACADEMIC MOTIVATION	
CLASSROOM BEHAVIOUR	
REGULARITY	
RESPONSIBILITY	
SELF CONFIDENCE	

N) HOW IS THE IB PROGRAM ASSESSED?

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which consider the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- **Personal research work** - All students must give evidence of their ability to carry out independent work in the form of guided coursework in DP/CP core subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- **Oral examinations** conducted face-to-face with teachers, or by means of a recorder in the case of self-taught languages or CP Core subjects(LD/SL/RP). Sample recordings are externally moderated in Reflective Project
- **Internal Assessment** for the subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.

- **Final written examinations** held in May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

O) MEETING OF DEADLINES

At DPSBS, we encourage our students to be balanced and principled. A key aspect of this is to promote meeting of deadlines. This also serves to prepare students for further education beyond the IBCP

Each term students and parents are provided with an Assessment Outline which details upcoming summative assessments for each subject area. Deadlines for assignments that are to be submitted to the IB are outlined on the IB Diploma Calendar which is provided by the curriculum coordinator. At the beginning of each school year, teachers work collaboratively to ensure that deadlines for different subject areas are distributed in a manner that supports student success.

The deadlines are communicated through the School online platform Entrar

Extensions for submission of assignments are based on individual circumstances and should be worked out with the teacher well before the deadline. Unauthorized late submission of assignments will result in a 10% deduction from the final mark for each day that the assignment is late. If the assignment is more than 5 days late then the student will be awarded a zero for the assignment in question. Parents are notified of any late submissions.

P) FREQUENCY OF ASSESSMENT AND HOMEWORK

Teachers work collaboratively when planning the assessment schedule to ensure that summative assessments for different subjects are distributed evenly throughout each term. At the beginning of each term students are provided with an assessment outline which details what assessments will be due, deadlines and assessment weighting. The IBCP is a rigorous academic programme and in addition to summative assessments students may be given additional homework tasks to complete to support learning. This may include, but is not limited to: reading of set texts, participating in online discussion forums, research tasks and answering set questions.

R) CONDUCT OF EXAMINATIONS

The conduct of the examinations will be in accordance with the IBO guidelines. Malpractices at the time of examination will have severe repercussions as listed in the academic honesty policy.

The IBCP coordinator ensures that invigilators are well aware of their responsibilities for the smooth and efficient conduct of subject examinations.

The following protocols must be strictly adhered at the time of subject examinations

- The IBCP coordinator ensures that all question papers and support materials have been received according to deadlines.

- The IBCP coordinator ensures that the examination papers have been stored in a safe place with limited access and that no tampering has been done. The seal is only opened in the examination room in the presence of the invigilators and students.

DELHI PUBLIC SCHOOL, BANGALORE SOUTH		
YEAR -1		
ASSESSMENT CYCLE	MONTH OF ASSESSMENT	REPORTS
Commencement of Term 1	June	
Formative assessment -1	September	Response sheets will be shared with the parents through ENTRAR Platform
Formative assessment -2	November	Parent teacher meeting Written feedback to be shared through Entrar
Commencement of Term 2	January	
Term end exam	March	Parent teacher meeting Term End report card

- A cover sheet needs to be completed for each examination.
- It is the responsibility of the subject teachers to recheck that all papers have been printed correctly and that the required support material is available.
- All invigilators are equipped with a copy of the IB conduct for examinations which they carry to the examination hall.
- Any misconduct will be challenged, investigated and dealt with severely. Any material suspected of being used for cheating will be immediately confiscated and an immediate action will be taken for malpractice.

S) SCHOOL PLAN FOR ASSESSMENT

T)

ABSENTEEISM DURING EXAMS

If a student misses term examination because of a serious illness or medical condition, the respective Coordinator after discussion with the Head of School may at his/ her discretion conduct a re – exam provided the illness is verified. With respect to IB board exams the policies set by the Board will be applicable.

- **CANDIDATES WITH ADVERSE CIRCUMSTANCES**

Unforeseen or adverse circumstances are events beyond the control of the candidate that may prove detrimental to his/her performance. These may include for example temporary illness, temporary injury, severe stress, exceptionally difficult family circumstances , bereavement or any other circumstances that may threaten the health or safety of the candidate.

Events such as civil unrest or natural disasters that may affect the whole school community are also given consideration.

In the event of such a situation pertaining to an adverse circumstance, it will be required to submit a 'candidate with adverse circumstance' form to the IB assessment centre. Depending on the

circumstance, the form must accompany and be supported by a medical documentation where appropriate. The form can be submitted at any point during the course of study, but must arrive at the IB Assessment Centre no more than 10 days after the candidate's final examination.

i) A candidate is temporarily too unwell to take the examination(s)

If a candidate is too unwell to take an examination according to the schedule, the coordinator is able to request emergency rescheduling to the following day. All emergency rescheduling regulations must be adhered to; unauthorized rescheduling will result in the candidate's mark for the examination being inadmissible.

ii) A candidate is unwell or injured and is in hospital/at home

If appropriate to the circumstances, and at the discretion of the coordinator, an examination can be administered to a candidate in an alternative location (for example, at home or in the hospital environment). The school must allocate an invigilator and all regulations regarding administering examinations must be observed. Parents, guardians and family members cannot act as an invigilator.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB.

YEAR -2		
ASSESSMENT CYCLE	MONTH OF ASSESSMENT	REPORTS
Commencement of Term 1	June	
Formative assessment - 3	September	Response sheets will be shared with the parents through ENTRAR Platform
Formative assessment - 4	November	Parent teacher meeting Written feedback to be shared through Entrar
Commencement of Term 2	January	
Summative assessment	January	Parent teacher meeting Report card to be issued
Mock exam	March	Written feedback to be shared through Entrar
Final IBCP exam	May/June	

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

iii) A candidate has been injured or is unwell, but is able to attempt the examination

If a candidate is able to attempt an examination, rest breaks can be given at the discretion of the coordinator. The examination can also be administered in a separate room. Report the circumstances to the IB.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB.

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

iv) A candidate is absent from an examination

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

v) There is a power failure at the school

In the event of a power failure, if there is not enough light to continue, the examination should be stopped.

If the failure is likely to be short term, candidates should remain at their seats, without communicating and under supervision, until the examination can resume. The full time should be given for the examination.

If the failure is likely to be longer term, or for an indeterminate time, the examination should be suspended.

If the examination has begun (candidates have seen the content of the paper) and candidates are not able to resume, collect the candidates' scripts and submit them for assessment as usual. Email a full report to the IB as soon as possible afterwards.

If the examination has not begun (candidates have not yet seen the content of the paper) and candidates are not able to return to complete the examination, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.

vi) The examination room has been evacuated because of a fire alarm, bomb threat or natural disaster

If the examination room has to be evacuated, for example, in the case of a fire alarm, bomb threat or natural disaster, follow this procedure.

- Instruct the candidates not to communicate with each other and then ask them to turn their scripts over so they cannot be read. Record the time when the examination was stopped.
- Evacuate the room and remind the candidates not to communicate with each other.

If candidates are able to return to the examination room to complete the examination, record the time when the examination restarted and allow the full remaining time.

If candidates cannot return to the original examination location, and an alternative venue is available, the coordinator may take the examination materials to the alternative venue and continue the examination. Candidates must be instructed not to communicate with each other during this time.

If arranging an alternative venue or returning to the original examination room is not possible, the examination should be suspended.

- If the examination has begun (candidates have seen the content of the paper) and candidates are not able to return after the evacuation to complete the examination, collect the candidates' scripts and submit for assessment as usual. Email a full report to the IB as soon as possible afterwards.
 - If the examination has not begun (candidates have not yet seen the content of the paper) and candidates are not able to return after the evacuation, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.
- vii) The weather is extremely bad and candidates cannot get to the school or the school has been closed

An emergency situation, such as extreme weather conditions, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

There has been an earthquake or natural disaster and candidates cannot get to the school or the school has been closed

An emergency situation, such as a natural disaster, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

- viii) There is civil unrest and it is dangerous for candidates to travel to school or the school has been closed

An emergency situation, such as civil unrest, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

ref: Career-related Programme Assessment procedures, IB resource centre, 2022

U) PREDICTED GRADES

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade

At DPSBS the predicated grade of the student will be based on the Internal Assessment and Term End examinations.

V) AIU ACCREDITATION

The IBCP certification has been recognized by accredited by the AIU association of India. For the purpose of application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

W) STUDENTS WITH SPECIAL NEEDS

In accordance with the school inclusion and special needs policy, the HOS, IBCP coordinator with the assistance and input of the subject teachers and school counsellors are responsible for making adequate arrangements for the teaching and assessment of students who may require additional learning support.

The following protocol is followed in such cases

1. The teacher / counsellor makes a referral for special needs after certain observations
2. The inclusive education department conducts a series of observations to assess needs.
3. A formal report is made ready with valid recommendations. This is also shared with HOS and parents/ guardians.
4. An action plan is formulated to best help the student.
5. Frequent reviews are conducted to assess progress and/or further requirements

DPSBS is only equipped to cater to mild/ moderate cases of special needs.

X) RESPONSIBILITIES OF KEY STAKEHOLDERS

Due to the essential role of assessment, certain expectations are assumed by all those committed to the Diploma Programme at DPSBS and to ensure that students meet their learning goals.

Responsibilities of the student

- To successfully complete all set assessments by the given deadline
- To produce work of a high quality that reflects the best of their ability
- To develop effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy
- To strive to demonstrate the characteristics indicated on the IB learner profile
- To adopt a proactive approach to seeking help, monitoring their progress and reflecting on areas for improvement through assessment
- To engage in meaningful self and peer assessment
- To ensure that assessment tasks support the curricular goals of the IBDP programme
- To inform students on the assessment criteria both of their subject and of all work that is assigned
- To design formative assessment activities to help students understand what is expected and how they can progress
- To incorporate the results of formative assessment activities into their everyday planning

- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year
- To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- To follow deadlines outlined by the Internal Assessment Calendar and the Assessment Outline
- To submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. mark centres, predicted grades and Internal Assessments
- To maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- To communicate with students and parents frequently regarding student progress
- To work collaboratively with other teachers to assess instructional strategies leading to student achievement
- To use a variety of instructional and assessment strategies to differentiate instruction
- To utilize the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

RESPONSIBILITIES OF PARENTS/GUARDIANS

- Monitor student progress using the reporting system and through effective communication with subject teachers
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend all parent meetings and information evenings

RESPONSIBILITIES OF IB DIPLOMA COORDINATOR

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed.
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register students for IB examinations
- Set deadlines to ensure all IA assessments and sample sets arrive at the appropriate destinations on time
- Supervise IB testing and monitor testing conditions
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Review the assessment policy with Diploma staff at the end of each academic year

Y) ASSESSMENT POLICY REVISION

This document will be revised every five years in order to maintain our assessment policy as current. In case of any new development in the IBO assessment for the IBCP it will be reviewed at that time.

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