

DYPIS

Assessment Policy



D Y PATIL
INTERNATIONAL SCHOOL
WORLI



**Cambridge Assessment
International Education**

Cambridge International School

The Assessment Policy has its foundation in the IB and DYPIS, WORLI Mission Statement. This policy specifies requirements for the design and delivery of assessments at D Y Patil International School Worli. This policy document must be read in conjunction with the other policy documents of the school.

Purpose

DYPIS, WORLI believes the goal of assessment is to support and enrich understanding. Assessment is an integral part of teaching and learning. Through varied rigorous assessments techniques, we hope to support and challenge children in their learning. Our aim is to provide regular feedback on the learning process. The learning community (children, parents, teachers) are kept informed and involved about the learning process. Through our assessment procedure we encourage children to be independent learners.

Philosophy of assessment

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now, so that the steps you take are always in the right direction."

- Stephen R. Covey, The Seven Habits of Highly Effective People

At DYPIS, WORLI we create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for making meaning in the world. Analyzing students' performance provides educators with valuable feedback, and this enables them to work effectively to benefit the entire learning community. Thus, it is imperative to establish clear communication between students, parents and educators with respect to the expectations and outcomes of all forms of assessments.

Assessments will:

- Bring out the strengths of the students.
- Be fair, just and open-minded.
- Display the process of ongoing learning.
- Determine an overall outcome of learning
- Encompass the views and perspectives of individual stakeholders of the community.
- Cater to differentiated teaching methodologies and different learning styles and capacities.
- Motivate students to grow and improve their performance.

Aim

The aim of this policy is to ensure a consistent approach to: -

How students learning achievements, skills, knowledge, experience and understanding are measured against agreed criteria.

- The involvement of students in assessment processes to maximise motivation and progress
- Provision of an accurate representation of student achievement for effective use in setting student targets, evaluating and planning schemes of learning.
- Provision of accurate and regular information for staff, students and parents

Subject Teachers

- Appreciate the value and importance of assessment
- Adhere to all guidelines on assessment
- Provide a range of assessment opportunities in lessons
- Ensure that assessment informs the learning of pupils
- Ensure that students understand what is being assessed and know how to improve

- Use assessment results, target levels and next step targets to motivate students
- Enter relevant assessment data onto the Report Card for all classes
- Use available data on students to inform planning and personalising learning.
- Ensure assessment tasks are differentiated to assist students understanding

Purpose of Assessment:

Assessment in the PYP is continuous and is a necessary and important part of the learning process. By assessing students, teachers identify student learning needs in order to better inform the learning process.

In PYP, we assess our students learning for a number of reasons:

1. **Assessment for Learning (Formative):**

Formative assessment is essentially feedback both to the teachers and to the student about present understanding and skill development in order to determine the way forward to improve and accelerate learning. It serves as a continuous assessment of the pupil's performance.

2. **Assessment of Learning (Summative):**

Summative assessment provides evidence of student achievement for the purpose of making a judgment about student competence or the program effectiveness. Student achievement is evaluated through a culminating activity generally at the end of a unit of study or at the end of a semester. It is represented in a bi-annual report to parents.

3. **Assessment as Learning (Peer and self-assessment):**

Assessment as learning involves students setting goals and assessing their own and peer's work. In this type of assessment students focus on both process and outcome and thus acquiring knowledge and understanding of concepts learned.

Assessment in the Pre-Primary Years (PYP) at DYPIS, WORLI

Types of Assessment:

Students are assessed continuously during the course of each semester using a variety of assessment tools and strategies such as rubrics, checklists, portfolios, performances, anecdotes etc.

Recording and Reporting Assessments:

Teachers will maintain student assessment records. The teachers will maintain samples of children's work in the form of photographs, anecdotal notes etc. as evidence for the child's progress. The assessment data will then be evaluated and reported quarterly as follows:

Term-wise Report Card (November - May)

These reports are detailed records of specific achievements in all subject domains. They will give an overview of coverage and individual progress highlighting any major commendations or recommendations.

Portfolios

Each student will maintain a personal portfolio that will record and track academic progress as well as progress within the areas of skills, attitudes and the Learner Profile. The portfolio will consist of work selected by both students and teachers and each selection will be accompanied by a reflection tag. Portfolios will be presented during the SLC and each child will take their portfolio home at the end of the year.

Parent Teacher Meetings (PTMs) and Student Led Conference (SLC)

PTMs will take place thrice in a year and will coincide with the report release, which will take place every semester. During the parent teacher meetings,

the child's progress will be shared with the parents and samples of the children's work will be showcased to the parent.

Teachers are required to submit a report on the parent teaching meetings to the coordinator to summarise the commendations and recommendations of the meetings. The final quarter will culminate in the Student Led Conference which will be led by the students themselves, followed by a final parent and teacher conference.

The assessment component of PYP curriculum can be subdivided into "three closely related areas:

- **Assessing: how we discover what the students know and have learned.**
- **Recording: how we choose to collect and analyse data.**
- **Reporting: how we choose to communicate information.**

(Making the PYP Happen, 2009)

What do we assess?

Assessment is integral to all teaching and learning. It is designed to thoughtfully and effectively gauge students on the five essential elements of learning.

- the understanding of concepts
- the acquisition of knowledge
- the mastering of skills
- the development of attitudes
- the decision to take action

This will take place continuously through the units of inquiry and specific disciplines as per the objectives set out in the scope and sequence documents.

Who is involved in student assessment?

Everyone concerned with assessment - students, teachers, parents, administrators, and board members - must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. (Making the PYP Happen, 2009)

What are the characteristics of effective assessments in the PYP at DYPIS, WORLI?

Effective assessments are those assessments that:

- Have criteria that are known and understood in advance
- Allow children to synthesize and apply their learning, not merely recall facts
- Promote student reflection and self-evaluation
- Focus on the production of quality products or performances
- Highlight children's strengths and allows them to demonstrate mastery and expertise
- Allow children to express different points of view and interpretations
- Provide feedback regarding every stage of the learning/teaching cycle
- Based on student needs, interests and learning styles (student-driven)
- Involve collaboration between students and teachers
- Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers and administrators
- Identify what is worth knowing
- Begin with the end results in mind (backwards design - what students should be able to know or do by the end of a learning unit, lesson or process) (Making the PYP Happen, 2009)

Assessment is something that occurs every day in some form. A variety of assessments demonstrates our belief that children learn in different ways, at different rates, and at different times. The result of assessment is

considered a critical element that influences teacher decision-making and guides student learning.

When and how do we assess? Types of Assessments

Pre-Assessment

All teachers assess students' prior knowledge and experience before embarking on new learning experiences in an appropriate way.

Formative Assessment

Through a variety of methods, ongoing and regular assessment is used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

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. This allows the teacher to measure the understanding of the central idea and inquiry points, but also can inform and improve student learning and instruction. Summative assessments may take a variety of formats (including, for example, tests, examinations, reports, essays, presentations, projects, etc.).

IB Learner Profile

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

SECONDARY SCHOOL ASSESSMENT CYCLE:

Term 1	July to November
Cycle Tests (Summative on Specific Units)	September
Term 1 Summative	November
Term 1 PTSM	September and December
Term 2	December to May
Cycle Tests (Grades 6-9 and 11 Summative on Specific Units)	March
Mock Exams (Grades 10 and 12)	March
PTSM for Secondary School	March and May
Term 2 Summative	May

FORMATIVE ASSESSMENTS

The school shall be having formative assessments for all subjects which include weekly tests, assignments, commentaries (for economics), portfolios (for Maths) and practical (for Sciences). Further there would be a constant review by the subject teachers to ensure that assessment tasks which are not challenging for students/not yielding results are suitably modified for the next batch.

Types of Formative assessment include but are not limited to:

- Tests
- Note Taking Skills
- Quizzes
- Research papers
- Presentations
- Class participation
- Group discussion

- Experiments
- Assignments
- Open Book Assignments
- Debates
- Project Work
- Collaborative Review

Self and Peer Assessment

This form of assessment would be used to ensure students understand the assessment criteria. The students would understand the requirements to obtain a particular mark for each criterion.

Criterion Based Assessment

Teachers organize formative and summative assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group in the program. Individual student work is compared to set standards (the assessment criteria) as specified for each subject in the respective guides.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

REPORTING OF GRADES IN SECONDARY SCHOOL

During the course of the school year, we report formally to all parents on two occasions. These reports are generated through ManageBac and are emailed at the end of Term 1 and Term 2.

The content of these reports is a professional responsibility of all teachers and the coordinator and the final document is of the highest quality.

The report card details the following:

- An examination grade (1-7) if applicable
- Learning expectations and outcomes
- CAIE/IB Assessment Criteria
- Comments specifically on achievement, performance and the progress made (not general comments) in each subject. Areas of strengths and weaknesses are identified, specific areas for improvement or how to maintain the achievement ways to help the student continue to learn and develop their ATL skills are mentioned.
- The front page provides a summary overview of assessment. A grade for Achievement (IB 1-7 scale) is given for DP / CP and from A*- G is awarded for CAIE.
- For the CRS a separate report card will be provided by the external provider.

THE ASSESSMENT PROCESS AT DYPIS, WORLI

1. The term examination should test the curriculum taught during that term in alignment with the prescribed curriculum.
2. The cycle test questions and formative assessments should align with the assessment criteria of each subject as specified by each board so that all the learning outcomes are accurately reflected.

3. Submit a detailed syllabus for the term exam 45 days prior to the same. The students receive the same a month prior to the term exams.
4. The teachers create a Question Paper after standardisation in the department and submit it to respective HOD. The coordinator and HOD together may recommend necessary modifications.

5. Teachers should collect the Answer Sheets from the Exam Committee for evaluation on the day the examination is given. These are evaluated on the basis of mark scheme/ assessment criteria.
6. The corrected paper can be shown to the student at the appropriate time-frame in the scheduled class for their review and the mark scheme would be discussed in class

CORRECTING ASSESSMENT PAPERS

1. The answer papers have to be collected from the examination committee on the same day of the exam.
2. The marking should be done according to the prepared mark scheme.
3. The process of moderation is applied with subject groups through departmental meetings for awarding marks.
4. Students should be shown the marked examination papers in a timely manner and teachers should discuss the correct answers with the class.
5. Subject teachers are responsible for collecting the answer sheets from the students and will then store them till further instructions.
6. The Papers are shown for parental review and signature on the open house days.
7. The answer sheets will be destroyed at the end of the academic year/session/ as per respective board guidelines.
8. School makes use of appropriate applications for recording of all orals

EVALUATION OF ASSESSMENT

The Respective programme coordinators shall analyse the student grades obtained after each assessment (formative and summative) to:

- Identify students with specific needs in certain areas whereby the respective subject teacher could spend more time with him/her after class hours
- Check whether any change in teaching style or methodology would be required based on the assessment outcome.

SPECIAL ASSESSMENT ARRANGEMENTS

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations.

- A student is permitted to take an examination in a separate room if it is in the best interests of the student or other students in the group. For

example, lighting may be a particular consideration for a student with a visual impairment, or a room with an echo may be detrimental to a student with a hearing impairment.

- Furthermore, a student's condition or the nature of the special arrangement (for example, an amanuensis, a word processor) may disturb other students, in which case a separate examination room is justified.
- If the examination is taken in a separate room, all regulations governing the conduct of the IB/CAIE examinations will be observed. The student must be kept under the constant supervision of an invigilator.
- The coordinator may arrange for appropriate seating to meet the needs of individual students (for example, sitting near the front may be appropriate for a student with a visual or hearing impairment).
- A student may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant may be in attendance if this is necessary for the welfare or safety of a student. The assistant must not be another student or a relative of the student.
- A student who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.
- A student with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization.
- For a student who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization

FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the teacher will advise the coordinator, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the Task.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

At some times, students may be instructed, or permitted, by the respective teacher to submit Assessment Tasks electronically. When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
- An Assessment Task is not considered submitted if conditions (1) and (2) are not satisfied.
- The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students are advised specifically to request acknowledgement by return email of the receipt of their work. Only receipts generated by the school's email system will be considered valid.
- The Assessment Task should be readily identifiable on the medium.
- The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Malpractice or cheating is defined, as "dishonest behaviour by a student that gives them an unfair advantage over others."

Allegations of plagiarism or other forms of malpractice will be reported to the coordinator and Principal, who will consult with the respective teacher to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

Detailed information can be accessed through the DYPIS, WORLI Academic Honesty Policy.

STUDENT PREPARATION

Revision of portion covered during the term should be done for a minimum of one week before the term examination. Students should be given the following information well in advance.

1. Examination Time-table.
2. Examination Portion.
3. Examination Rules and Regulations.
4. Materials required during the examination of each particular subject.
5. Materials prohibited during examinations.

ABSENTEEISM DURING ASSESSMENTS

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

- No re-tests would be conducted for the student who misses any of their cycle tests unless the student was representing the school at some event/competition.
- In case of a medical reason, the student will be given an M in the assessment and the percentage weights for the term for that student will be readjusted at the discretion of the coordinator.

THE CAIE MODEL

CAIE is a balanced curriculum that involves a practical approach to learning and teaching. It takes place at the end of the course. Assessment is done by Cambridge Assessment International Examinations and involves coursework, oral, written and practical evaluation. Assessment is not only done in sit-in tests and conventional paper-written exams. There are other strategies to assess students including oral and listening tests. The assessment uses an 8-point grading scale from A* to G. U is stated as ungraded.

Most subjects in this curriculum give students the chance to pick between the core and extended curriculum. The core curriculum represents an overview of the subject and is appropriate for those students expected to attain grades C to G. The extended curriculum, on the other hand, is a kind of specialization on that subject. It is more challenging and is meant for students expected to attain grades A* to C. A student is awarded a single IGCSE certificate for each subject. At DYPIS, WORLI, all students study a minimum of 7 subjects.

A Cambridge ICE certificate is a group award meant to students looking to study a wide curriculum. Students qualifying for this award must sit for a minimum of 7 subjects. The subjects are selected from the five IGCSE curriculum areas namely Languages, Humanities and Social sciences, Sciences, Mathematics and Creative & Professional. To be awarded, the candidate must pass in at least two subjects from Group 1 languages, and one subject from each of the remaining groups. The three categories of awards include distinction, merit and pass.

Students who have passed IGCSE are eligible for any international pre-university programme, or any +2 level qualification.

THE IBDP MODEL

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many.

Diploma Programme candidates are required to select one subject from each of the six subject groups. Three subjects are taken at higher level (HL) and three at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours.

ASSESSMENT PROGRAMMES

For each subject in IB Diploma, the respective subject teachers will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- The Assessment Tasks which will take place throughout the academic year
- In general terms what syllabus outcomes each Task is intended to measure
- Approximately when each Task will occur (with specific dates to be supplied later)
- What percentage of the final Assessment mark each Task contributes

Methods of assessment

The Nature of the assessment varies with each subject, but in general the pattern is as follows:

- Every diploma candidate must give evidence of ability to carry out independent research work in the form of:
 - An Extended Essay in one of the six subjects of the diploma. The essay is assessed by an external examiner and must be accompanied by a report from the teacher.
 - Guided course-work in all subjects. This work is internally assessed by the subject teacher who guided the candidate and is moderated by an external examiner. In the case of internal assessments, marks must always be awarded based on the student's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the student's challenges or difficulties.
 - Oral examinations in languages are conducted by means of recorders.
 - Internal assessment is used for Theory of Knowledge and for some parts of the examination in certain subjects.
 - Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests. They are prepared and assessed by the examining panels responsible for each subject.

GRADING SCHEME

Each of the six subjects offered is graded on the following scale:

Grade 7 = Excellent

Grade 6 = Very good

Grade 5 = Good

Grade 4 = Satisfactory

Grade 3 = Mediocre

Grade 2 = Poor

Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of internal assessment methods. Up to **3 bonus points** can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

The maximum score a student can get in IB Diploma is 45.

AWARD OF THE DIPLOMA

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

The IB diploma will be awarded to a candidate whose total score is 24 or above points, provided all the following requirements have been met.

- All CAS requirements have been met.
- Candidate has scored a total score of 24 points or above.
- There is no N been given for theory of knowledge, extended essay or for a contributing subject.
- There is no E grade awarded for one or both of theory of knowledge and the extended essay.
- There is no grade 1 awarded in a subject /level.
- There is no Grade 2 awarded three or more times (HL or SL).

- Overall, there are no Grade 3 or below awarded four or more times (HL or SL).
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects, the three highest grades count).
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).



Theory of Knowledge /Extended essay Matrix

		Theory Of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Extended Essay	Grade A	3	3	2	2	1 Failing condition*	Failing condition
	Grade B	3	2	1	1	0 Failing condition*	Failing condition
	Grade C	2	1	1	0	0 Failing condition*	Failing condition
	Grade D	2	1	0	0	0 Failing condition*	Failing condition
	Grade E	1 Failing condition*	0 Failing condition*	0 Failing condition*	0 Failing condition*	Failing condition*	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

OTHER REQUIREMENTS

Students enrolled in the full Diploma Program must also complete three further requirements to earn their Diploma. These are:

- An Extended Essay
- Theory of Knowledge Essay (Externally Assessed and Presentation (Internally Assessed)
- Creativity, Activity, and Service (CAS)

IBCP Model

Assessment at CP

Students are required to take a minimum of 2 Diploma Programme courses depending on the selection of their CRS, however at DYPIS, WORLI students are required to take a minimum of 3 Diploma Subjects out of which English Lit and Lang (SL) is compulsory for all.

- The students will be given a 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 mentioned in the DP subject guides, except the DP core
- Students must score at least a “3” in their DP courses
- At DYPIS, WORLI we will be recommending the DP subjects keeping in mind the chosen CRS course.
 - Business Administration - Business Management, Economics, Optional (Mathematics)
 - Artificial Intelligence - Physics, Computer Science, Mathematics
- Students need to ensure to complete the CP core requirements in order to achieve the IBCP certificate.
- The candidate has completed the specified career-related study.
- The candidate must not have any record of any misconduct.

Career related study

The external CRS provider will facilitate assessments for IBCP students to appear for the Annual/Bi-annual assessments and offer certification to the successful students. There are regular assessments throughout the programme with mandated internal and external moderation by the external CRS provider. There is however no external examination for the CRS that the CP students are required to take.

Career Related Programme Core requirements

Teachers are encouraged to develop their own assessment criteria for all core components except the reflective project, depending on the context of the assessment, student as well as course.

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.

Personal and Professional Skills Development:

Personal and professional skills course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace that are transferable and can be applied in a range of situations. The 90-hour PPS course focuses on the five themes of:

• Theme 1- Personal development
• Theme 2 - Intercultural understanding
• Theme 3- Effective communication
• Theme 4 - Thinking processes
• Theme 5- Applied ethics

Assessment in PPS

CP students are required to maintain and complete a PPS portfolio to document their learning activities and provide evidence of PPS. The assessment will aim to give appropriate attention to the full range of cognitive skills (understanding, synthesis, reflection, evaluation, critical thinking) as well as include a suitable range of tasks to ensure all learning outcomes are addressed.

Students will update the PPS portfolio throughout the course and their PPS teacher will check and discuss the portfolio with students regularly

Reflective Project: The reflective project focuses on an ethical dilemma of an issue directly linked to a student's career-related study. A minimum of 50 hours is expected to be devoted to the reflective project and like the Extended Essay in the DP, it is graded on an A-E scale. At the end of the 50 hours students will submit:

The student needs to score a minimum of Grade D in the project.

Requirements for the Reflective Project

• **Reflections on planning and progress form (1,000 words).**

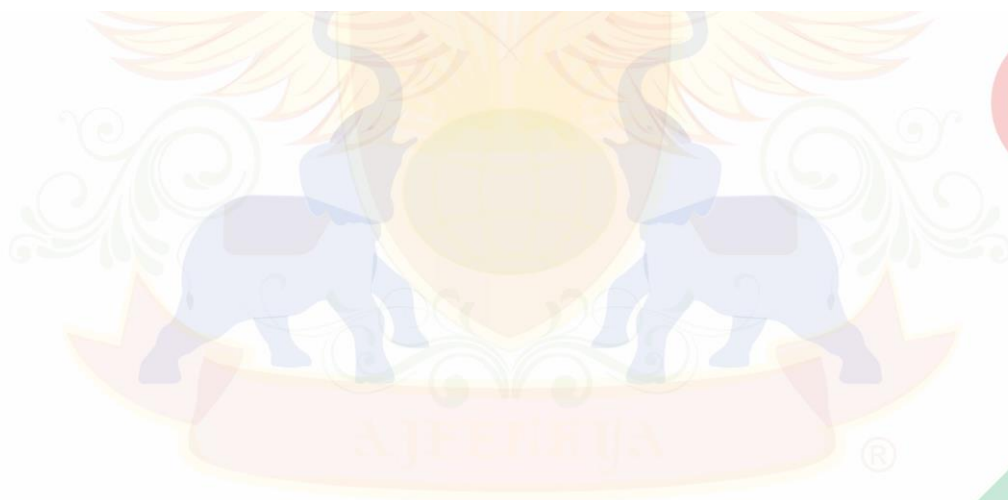
• **A reflective project presented in one of two ways:**

Option 1: A written essay (maximum 3,000 words).

Option 2: A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display).

Grading done in the Reflective Project ¹

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



¹ IB Organization. "IB Publishing." *International Baccalaureate*®, ibo.org/become-an-ib-school/ib-publishing/ 24th September 2022.

Assessment in Reflective Project

The school will assess all reflective projects. The IB will then select a sample for the school to send to an external moderator for confirmation of the school's marks.

Service Learning: Students will go through the same five steps as is part of DP CAS:

- investigation
- preparation
- action
- reflection
- demonstration

A minimum of 50 hours of service-learning experiences is required where students will: Address the 5 learning outcomes.

Identify own strengths and develop areas for growth
Demonstrate participation with service-learning experiences
Demonstrate the skills and recognize the benefits of working collaboratively
Demonstrate engagement with issues of global significance
Recognize and consider the ethics of choices and actions

CP students are required to maintain and complete a a service learning portfolio that includes evidence and reflections on service learning experiences and their service learning teacher will check and discuss the portfolio with students regularly. Students will look for opportunities to link service-learning experiences to their career related studies like, for example, social entrepreneurship.

Language Development Course

The ability to communicate in more than one language is essential to the IB's concept of an international education. The Language Development course encourages students to improve their proficiency in a language other than their best language. The most important considerations in deciding on the Language Development path that students will take are that:

- the language studied is not the student's best language
- language development should be a challenging educational experience
- language development should have a clear purpose for students and, if possible, connected to a student's career-related studies.

Assessment of Language Development Course

Over the course of more than 50 hours of coursework, the Language Development programme will design a series of formative assignments to develop students' linguistic abilities through the language portfolio keeping in mind the following objectives:

- oral communication
- visual interpretation
- reading comprehension
- writing skills

As the CP students will be doing the DP language acquisition course, they will be required to undergo the summative assessments, internal assessments and external examination of the DP programme. ®

Awarding of the Certificate of the Career-related Programme

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a) The candidate has completed the specified career-related study.

- b) The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
 - c) The candidate has been awarded a grade of at least D for the reflective project.
 - d) Personal and professional skills, service learning and language development requirements have been met.
 - e) The candidate has not received a penalty for academic misconduct.
- All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

EXTENSIONS

Extensions will only be granted by the CP Coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, he/she must apply in advance in writing to the Subject Teacher involved. The subject teacher will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

The school also shall report to parents on the students' progress in the Core Component.

In the case of internal assessments, marks must always be awarded based on the student's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the student's challenges or difficulties.

SPECIAL EXAMINATION PROVISIONS

The International Baccalaureate Organisation (IB) have established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem.

Applications to IBO, however, must be submitted eighteen months prior to the respective IB Examinations. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible.

IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from DP / CP Coordinator.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper. The purpose of providing access arrangement is in removing or reducing barriers during learning and teaching and IB assessments.

Once IBO has granted a special provision, the school will also endeavour to make the same provision during its own Examinations.

STUDENTS AFFECTED BY TEMPORARY CIRCUMSTANCES

If a student is affected by a temporary circumstance such as illness, accident or similar adverse circumstances during the program and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

A Level Model

The Advanced Level, or A Level, is the 'gold standard' of CIE qualifications. A Level examination is usually taken after 13 years of education and is based on approximately 360 hours of guided learning normally over a two-year period.

The Cambridge International AS Level will be taken in the first year of the course and students will complete the final Cambridge International A Level in the second year.

The assessment patterns differ slightly from subject to subject and can include written, coursework and practical assessment.

Students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. This broadens opportunities for students to demonstrate their learning.

At DYPIS, WORLI, we follow a staged assessment to an A Level by taking the AS qualification in one examination session (February/March of the first year), and the A2 assessment in a subsequent session (February/March of the second year). English General Paper at the AS level is taken in the second year.

NOTE: The A2 examination cannot be taken as a standalone qualification.

The subject content of each of the A Level syllabus has been subdivided into two parts: the AS syllabus content which is expected to be covered in the first half of the course, and part two of the syllabus commonly referred to as 'A2'. Each subject area has a summary of the content of the AS/A level course and outlines the assessment procedures, as well as gives some reasons why you might want to study that particular discipline, what prior knowledge could be required and what career opportunities will open up.

A Levels are highly specialised and a student will normally take three subjects, although occasionally exceptional students take four. Each subject that a student takes receives a separate grade. Grades are benchmarked using internationally recognised grades, which have clear guidelines to explain the standards of achievement.

The Cambridge International A Level is reported on a grade scale from A* (highest) to E (minimum required performance). There is no A* grade for Cambridge International AS Levels, which run from grade A to E.

PREDICTED GRADE FOR DP / CP / A LEVELS STUDENTS

1. Prior to the respective board final Examinations, Predicted Grades of the students are required by the IB and Cambridge.
2. The Predicted grades for grade 12 for Indian university applications to be released by 21st May and for overseas university applications to be provided by the first week of November in a confidential sealed envelope to the students.

Predicted grade should be an accurate representation of the student's Final Grade as far as possible and the confidentiality of the same should be kept by all concerned.

CONNECTION TO OTHER POLICIES

Academic Honesty Policy: Students adhere to all requirements of the Academic Honesty Policy while completing all assessments at school as well as all IB/IGCSE coursework.

Language Policy: Language needs are considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about the use of appropriate language and communication in their subject.

Special Educational Needs Policy: All assessments follow all specific and categoric requirements outlined by SEN Policy.

The Assessment Policy is prepared by:

- Pedagogical Leadership team
- Teacher-in-charge

Review dates

The policy will be reviewed every two years led by the SMT members.

Last Review Date	August 2022
Next Review Date	August 2025 or earlier if the IB or CAIE changes its policies/guidelines

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO and CIE board requirements.

Annexure

Declaration

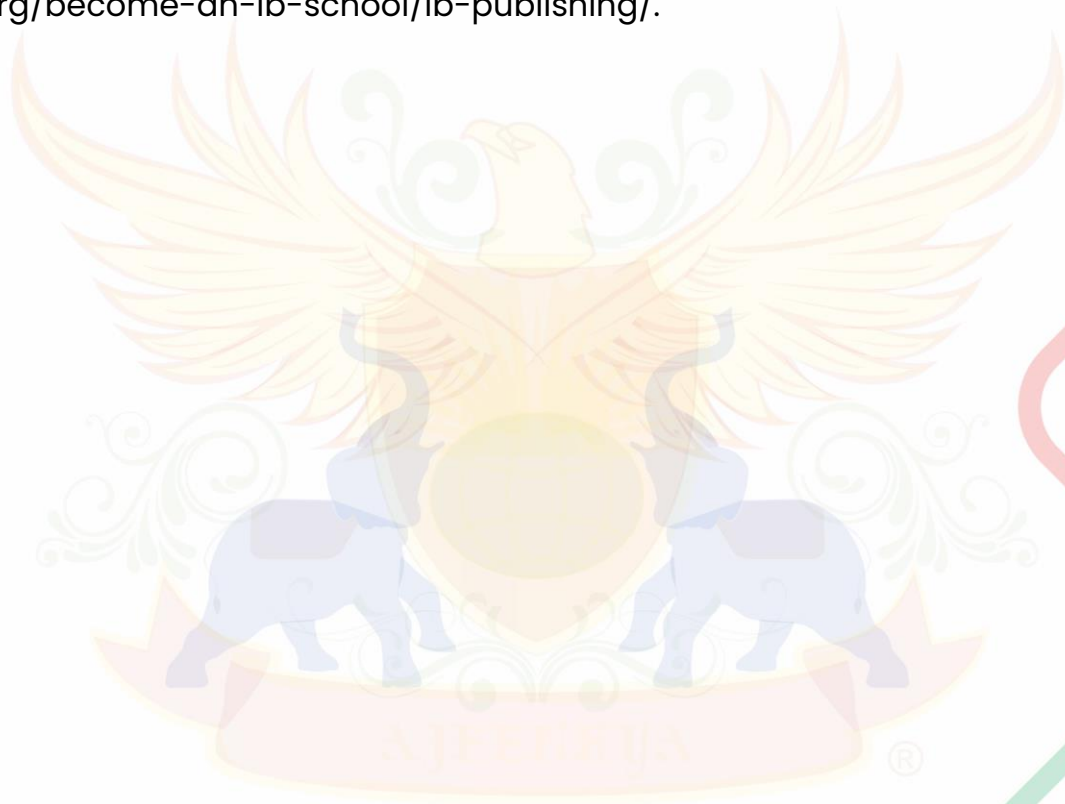
I confirm that I have read, understood and agree to abide by the DYPIS, WORLI Assessment Policy.

Student's Name: Grade:

Parent's Signature: Date

Works cited

- Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
- IB Organization. "Language Policy." International Baccalaureate®, www.ibo.org/language-policy/
- Language Scope and sequence, International Baccalaureate Organization 2003 Making the PYP Happen,
- Internet Sources
- IB Organization. "IB Publishing." *International Baccalaureate*®, ibo.org/become-an-ib-school/ib-publishing/.





D Y PATIL
INTERNATIONAL SCHOOL
WORLI

D Y Patil International School,

Adarsh Nagar, Opp. MIG Colony, Worli, Mumbai – 400030

Ph: +91 7558732499 | www.dypisworli.in