



**D Y PATIL**  
**INTERNATIONAL SCHOOL**  
WORLI

# **Assessment Policy**

## Our Vision at DYPIS

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

1. We foster a well-qualified, highly-skilled and approachable faculty, and expect and support their professional development.
2. We inspire our students to strive for excellence in all aspects of their development: academic, intellectual, creative, social, physical and emotional.
3. We expect our students to become productive individuals and principled world citizens.
4. We respect every individual and every culture in our community.
5. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge.
5. We promote the exchange of ideas and an atmosphere of openness amongst students, faculty, parents and administration.

## Our Mission

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, international mindedness, independence and responsibility where academic and personal potential can be achieved.

## IB Mission Statement

The International Baccalaureate® 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 organization 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.

## IB Learner Profile

At DYPIS we strive to create learners who represent a profile that develops internationally minded individuals who help to create a better world.

Attribute	Description
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and theirs.
<b>Open- Minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from it.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk Taker</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Cambridge Learner Attributes

Cambridge learner attributes confident, responsible, reflective, innovative, engaged have been an increasingly visible design principle in the curricula of thousands of Cambridge schools worldwide. The five attributes from Cambridge are a way of recognizing that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Reference link:

<https://www.cambridgeinternational.org/Images/419444-developing-the-cambridge-learner-attributes.pdf>

**Through the programmes, Cambridge develops students who are:**

### **Confident in working with information and ideas – their own and those of others**

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

### **Responsible for themselves, responsive to and respectful of others**

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

### **Reflective as learners, developing their ability to learn**

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

### **Innovative and equipped for new and future challenges**

Cambridge students' welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

### **Engaged intellectually and socially, ready to make a difference**

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

## **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 steps you take are always in the right direction.”

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

At DYPIS 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.



We believe assessment should:

**Support Learning through Inquiry:** Assessment is designed to guide and inform teaching and learning. It encourages critical thinking, curiosity, and exploration, allowing students to demonstrate understanding in multiple ways.

**Foster Growth and Excellence:** Assessments are opportunities for students to reflect on their strengths, identify areas for improvement, and set personal goals—striving for excellence in academic, creative, social, physical, and emotional development.

**Promote International-Mindedness and Respect:** Our assessment practices value diverse perspectives and respect for all learners, reflecting our belief in cultural diversity as a source of strength and inspiration.

**Encourage Collaboration and Partnership:** We believe in a shared responsibility for learning. Through open communication and partnership among students, teachers, and parents, assessment promotes shared understanding and collective success.

**Recognize the Whole Child:** We assess not only what students know but also how they think, feel, and act. Assessment is balanced and varied, providing opportunities for all learners to showcase their abilities and personal growth.

**Ensure Fairness and Transparency:** Our assessment practices are consistent, criterion-related, and clearly communicated, ensuring that every student is assessed with integrity, respect, and fairness.

At DYPIS, assessment is not an end in itself but a means to inspire, inform, and celebrate learning. It reflects our vision of helping every student gain a sense of personal accomplishment, confidence, and a lifelong love for learning.

## Purpose of Assessment

Assessment at DYPIS is an integral part of learning and teaching. It is a continuous and responsive process of gathering, analyzing, reflecting on, and acting upon evidence of student learning to inform instructional practices and support student growth. Assessment aims to :

- Understand what learners know, can do, and understand at various stages
- Support the development of conceptual understanding, skills, and learner agency
- Guide and inform teaching decisions
- Enable learners to become self-regulated, reflective learners
- Communicate progress clearly to the wider learning community
- Monitor student progress across knowledge, skills, and conceptual understanding.
- Encourage critical and higher-order thinking.
- Measure both the process and product of learning.
- Inform planning and curriculum refinement.
- Communicate achievement and growth clearly to all stakeholders.
- Ensure every learner can succeed through equitable and differentiated learning experiences

## The details of roles and responsibility of each stake holder :

<b>Assessment Policy: Roles and Key Responsibilities</b>	
<b>Role</b>	<b>Key Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"><li>- Take responsibility for learning through formative and summative assessments .</li><li>- Seek and apply feedback/feedforward.</li><li>- Improve skills, knowledge, and understanding.</li></ul>
<b>Teachers</b>	<ul style="list-style-type: none"><li>- Design varied assessments for student success.</li><li>- Co-create tasks and success criteria with students.</li><li>- Share assessment data with students and parents.</li><li>- Collaborate for fair assessments, data analysis, and next steps.</li><li>- Access the Programme Resource Centre on <b>MY IB</b> and report to coordinators.</li></ul>


Role	Key Responsibilities
<b>Coordinator</b>	<ul style="list-style-type: none"> <li>- Train teachers in fair assessment practices and tools.</li> <li>- Ensure alignment with curriculum standards.</li> <li>- Review curriculum/assessment practices with teachers.</li> <li>- Standardize grading and ensure assessment accuracy.</li> <li>- Provide rubrics to define expectations.</li> <li>- Offer prompt and clear feedback to students.</li> <li>- Maintain confidentiality and ensure fairness in discipline matters.</li> </ul>
<b>Parents and Guardians</b>	<ul style="list-style-type: none"> <li>- Participate in assessment-related discussions and reviews.</li> <li>- Attend Teacher–Parent, Student-Led, and Three-Way Conferences.</li> </ul>

## Assessment in the Primary Years Programme at DYPIS

Characteristics of effective assessment-

Highly effective assessment shares some key characteristics:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well rounded picture of students learning.
- **Developmental:** It focuses on an individual student’s progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.

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- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment starts at the beginning of the unit planning and serves a food for thought for teachers, students and stakeholders. Effective PYP assessment practice integrates assessment for, of and as learning to support effective learning and teaching.

PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

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.

## **Assessment as a Process of Growth**

Assessment is continuous and reflective. It begins with unit planning and evolves alongside learning. It integrates assessment for, of, and as learning, providing a complete view of each student's journey. Assessment informs learners, teachers, and the broader community through practices of monitoring, documenting, measuring, and reporting.


## Developing Assessment-Capable Stakeholders in the PYP

Stakeholder	How We Support/Empower Them to Be Assessment-Capable
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- Participating in ongoing professional development.</li> <li>- Collaboratively planning assessments that align with learning goals.</li> <li>- Co-constructing criteria with students.</li> <li>- Using varied strategies to gather evidence of learning.</li> <li>- Providing timely, constructive feedback.</li> <li>- Reflecting on assessment data to adjust instruction.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Making learning intentions and criteria explicit.</li> <li>- Engaging in self- and peer-assessment.</li> <li>- Using tools like journals, checklists, and portfolios.</li> <li>- Setting personal goals and monitoring progress.</li> <li>- Reflecting on feedback and planning their next steps.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>- Hosting parent workshops on assessment practices.</li> <li>- Involving families through conferences and exhibitions.</li> <li>- Sharing learning goals and reporting student progress effectively.</li> <li>- Fostering a culture of transparency, trust, and shared responsibility.</li> </ul>

## Types of Assessment in the PYP

Assessment in the Primary Years Programme (PYP) is ongoing, intentional, and embedded within the learning process. It supports teaching and learning by providing meaningful insights into student progress, guiding future instruction, and promoting student agency

<b>Types of Assessment in the PYP</b>			
<b>Type of Assessment</b>	<b>Purpose</b>	<b>Description</b>	<b>Examples</b>
<b>Pre-Assessment</b>	To assess students' prior knowledge, skills, and experiences before beginning new learning.	Conducted at the start of a unit or learning experience to inform planning and identify entry points for instruction	<ul style="list-style-type: none"> <li>- KWL charts</li> <li>- Brainstorming</li> <li>- Prior knowledge quizzes</li> <li>- Discussions</li> </ul>
<b>Assessment for Learning (Formative Assessment / Ongoing Assessment)</b>	To monitor learning during the process and provide feedback that informs teaching and learning.	Ongoing and continuous; helps both teachers and students adjust and guide the learning process.	<ul style="list-style-type: none"> <li>- Exit tickets</li> <li>- Observations and anecdotal records</li> <li>- Student conferences</li> <li>- Learning journals</li> </ul>
<b>Assessment of Learning (Summative Assessment / Ability to Transfer)</b>	To evaluate mastery and understanding of a unit or term	Occurs after learning has taken place; at the end demonstrating understanding, application, and transfer of knowledge.	<ul style="list-style-type: none"> <li>- End-of-unit tasks</li> <li>- Performances or presentations</li> <li>- Tests and quizzes</li> <li>- Report card inputs</li> </ul>
<b>Assessment as Learning (Self and Peer Assessment)</b>	To develop metacognitive skills and student agency by encouraging reflection, self-monitoring, and feedback.	Students assess their own learning and that of peers. Supports ownership, goal setting, and lifelong learning habits.	<ul style="list-style-type: none"> <li>- Self-assessment rubrics</li> <li>- Peer reviews</li> <li>- Reflection journals</li> <li>- Portfolios</li> <li>- SLCs</li> </ul>



Together, these types of assessment ensure a balanced and student-centered approach that promotes inquiry, supports conceptual understanding, and builds lifelong learning habits.

## Student Agency in Assessment

At DYPIS, students are at the center of assessment. They:

- Reflect on feedback to identify strengths and areas of growth.
- Set personal learning goals and track their progress.
- Curate portfolios that showcase their learning over time.
- Participate in student-led conferences to share their journey.
- Engage in peer feedback and collaborative reflection.

This fosters metacognition, ownership, and a growth mindset.

## What We Assess

### We assess

**Knowledge:** conceptual and factual understanding.

**Skills:** thinking, communication, research, social, and self-management.

**Conceptual Understanding:** ability to connect, transfer, and apply learning.

**Learner Profile Attributes:** dispositions and attitudes that shape lifelong learners.

**Agency and Action:** voice, choice, and responsibility demonstrated through learning.

Teachers ensure assessments are aligned with these goals and are based on rich, engaging content that is challenging, relevant, and internationally minded.


## 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?

**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
- 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.

## **How We Assess :**

**"Assessment is not about proving learning—it's about improving it."**  
- Dylan Wiliam

In the PYP, assessment is viewed as an essential part of the learning process. Observation is not a passive act it is an active, intentional, and ongoing process of gathering, analyzing, reflecting on, and sharing evidence of student learning. We assess not to judge, but to understand, support, and extend learning. This process allows us to monitor progress, document growth, measure understanding, and report learning not as an endpoint, but as a springboard for deeper inquiry and meaningful development. Ultimately, observation becomes a tool of transformation for our students, and for us as educators.

Process	Description	Key Strategies / Tools	Purpose	Who is Involved
1. Monitoring Learning	<p>-Monitoring is the ongoing process of observing and noticing student learning as it happens.</p> <p>-It helps teachers understand how students are progressing and what support or challenge they need.</p>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Class discussions</li> <li>-Questioning techniques</li> <li>-Exit tickets or quick reflections</li> <li>-Learning conversations</li> </ul>	To track daily growth, guide instruction, and respond to learner needs.	Teachers, students
2. Documenting Learning	Documenting refers to recording evidence of student learning over time in various formats. This makes learning visible to students, teachers, and parents.	<ul style="list-style-type: none"> <li>-Portfolios (physical or digital)</li> <li>-Learning journals and reflection sheets</li> <li>-Photographs and video/audio recordings</li> <li>-Checklists and anecdotal notes</li> <li>-Work samples and learning stories</li> <li>-Seesaw Portal Folders</li> </ul>	To capture progress, showcase growth, and build a rich story of the learner's journey.	Teachers, students

Process	Description	Key Strategies / Tools	Purpose	Who is Involved
3. Measuring Learning	Measuring involves analyzing the collected evidence to evaluate learning outcomes. It helps determine how well students are achieving the learning objectives and understandings.	<ul style="list-style-type: none"> <li>- Rubrics and success criteria</li> <li>- Performance tasks</li> <li>- Teacher-designed assessments</li> <li>- Peer &amp; self-assessment</li> <li>- Diagnostic &amp; summative tasks</li> </ul>	To evaluate skill development and concept mastery to inform next steps.	Teachers, students
4. Reporting on Learning	Reporting is the formal communication of student progress and achievement to students, families, and the wider school community.	<ul style="list-style-type: none"> <li>- Report cards (Term-wise: Nov &amp; May)</li> <li>- Student-led conferences</li> <li>- Parent-teacher meetings</li> <li>- Portfolios</li> <li>- PYP Exhibition</li> <li>- Seesaw (Reporting to learning folder)</li> </ul>	To celebrate achievements, provide feedback, and inform future learning directions.	Teachers, students, parents, school leadership

At DYPIS, assessment is not about ranking or measuring students against static standards—it is a dynamic process that empowers inquiry, supports agency, and nurtures lifelong learning. By aligning our practices with the IB PYP framework, we aim to build a culture where assessment drives growth, reflection, and action.

## Secondary School Assessment :

At the school, assessments in the secondary section are designed to support student growth through a balanced approach. Formative assessments guide day-to-day learning, while summative assessments evaluate overall understanding. Both enable students to reflect on their progress, set goals, and take ownership of their learning journey

## Assessment Cycle:

### FORMATIVE ASSESSMENTS

The school shall be having formative assessments for all subjects which include weekly tests, assignments, commentaries (for economics), portfolios (for Maths) and practicals (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 programme. 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.

## Assessment & Reporting Of Grades In Secondary School :

<b>Term 1</b>	<b>July to December</b>
Cycle Tests and Progression Test (Summative on Specific Units)	September
Cycle Tests and Progression Test PTSM	September
Term 1 examination and Progression Test (Summative)	December
Term 1 Examination and Progression Test PTSM	December

<b>Term 2</b>	<b>January to May</b>
AS and A level Mock exam	January
PTSM for AS and A level	January
Cycle Tests (Grades 6-9 and 11 Summative on Specific Units)	March
Mock Exams (Grades 10 and IBDP/IBCP)	March
PTSM for Secondary School	March
Term 2 Examination (Summative)	May

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 / IBCP and from A\*- G is awarded for CAIE.

## **THE ASSESSMENT PROCESS AT DYPIS**

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.

## **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.

## **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 co-ordinator 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 co-ordinator (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.

## 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 Co-ordinator 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 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 Co-ordinator 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**

The CAIE curriculum is broad and practical, and assessment is conducted by Cambridge Assessment International Examination. They take the form of coursework, oral, written and practical examinations, oral and listening examinations, so grading is from A\* to G. U is ungraded, because students can opt for core curriculum (grades C to G) or extended curriculum (grades A\* to C), thus a separate IGCSE certificate is issued for each subject. Students at DYPIS must take at least seven subjects, therefore the Cambridge ICE certificate is awarded to students who take at least seven subjects from five IGCSE curriculum areas, which are Languages, Humanities and Social Sciences, Sciences, Mathematics and Creative & Professional. Students are required to pass at least two language subjects and one subject from each of the other groups, and awards are made as Distinction, Merit and Pass. IGCSE graduates are eligible to join any international pre-university program or any +2 level qualification, because they have completed the required subjects

## 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.
- The Theory of Knowledge essay is marked externally. The Theory of Knowledge exhibition is internally marked and externally moderated.
- Every subject has a component of Internal assessment. This work is internally assessed by the subject teacher who guides the candidate and is moderated by an external examiner. The nature of this assessment varies from subject to subject. Details of internal assessment of each subject is outlined in IBDP curriculum handbook.
- 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 examiners appointed by the IBO for each subject.

## GRADING SCHEME

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

Grade	Description	Indian Equivalent Marks	3 Bonus Points
7	Excellent	96 to 100	Theory of Knowledge (TOK)
6	Very Good	83 to 95	Extended Essay (EE)
5	Good	70 to 82	Creativity, Activity, Service (CAS)
4	Satisfactory	56 to 69	
3	Mediocre	41 to 55	
2	Poor	21 to 40	
1	Very Poor	1 to 20	

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.
- The 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
<b>E x t e n d e d  E s s a y</b>	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

## IBCP MODEL

### ASSESSMENT AT CP

Students are required to take a minimum of 3 Diploma Programme courses depending on the selection of their CRS

- English Literature and Language is compulsory for all.
- The students will be given a choice of selecting any combination of SL and HL subjects (All SL / All HL / One HL and two SL or vice versa depending on their university requirements).
- 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 two of their DP courses.
- At DYPIS we will be recommending the DP subjects keeping in mind the chosen CRS course.
- Business Administration - Business Management, Economics/ Psychology, Optional (Mathematics).
- Artificial Intelligence - Chemistry, Physics/Computer Science, Optional (Mathematics).
- Design- Visual Arts, Economics/Psychology, Optional (Mathematics).
- Students need to ensure to complete the CP core requirements in order to achieve the IBCP certificate.
- The candidate has to complete the specified career-related study.
- The candidate must not have any record of any misconduct.


## **CAREER RELATED STUDY**

Business Administration, Artificial Intelligence and Design are offered as the CRS for the IBCP at our school. The details of the curriculum are given in the IBCP curriculum handbooks.

WACP 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 WACP. There is however no external examination for the CRS that the CP students are required to take. WACP provides for each CRS course two qualifications for the courses it offers to schools and institutions for students of Grade XI and Grade XII . The number of hours for the two-year career related studies is approximately 720 hours which includes 180 hours of internship and 90 hours of Capstone Project.

## **CAREER RELATED PROGRAMME CORE REQUIREMENTS THE CORE OF IBCP CONSISTS OF THE FOLLOWING-**

- » **PERSONAL AND PROFESSIONAL SKILLS**
- » **COMMUNITY ENGAGEMENT**
- » **REFLECTIVE PROJECT**
- » **LANGUAGE AND CULTURAL STUDIES**



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.

The details of all four core components mentioned above are detailed in the respective core handbooks of IBCP.

## **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, Community Engagement and Language and Cultural studies requirements have been met.
- e) 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 and IBCP core.

## EXTENSIONS

Extensions in deadlines will only be granted by the CP Co-ordinator 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. 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.


## 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 IBDP / IBCP 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.



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 Levels are taken after 13 years of schooling and they last for 2 years. The guided learning hours are 360, and the AS is taken in the first year. The A2 is taken in the second year, and assessment varies between subjects. It may include written, coursework and practical, and they may be internal or external.

They indicate the extent to which individual students have achieved the aims, and at DYPIS, AS examinations are held in February/March of Year 1. A2 examinations are held in February/March of Year 2, and English General Paper (AS Level) is taken in year 2.

A2 cannot be studied as a standalone subject, because there are two parts to the syllabus - AS (Year 1) and A2 (Year 2). Each subject has a summary, assessment, prior knowledge and future opportunities, and A Levels are very specialised.

Most students take three subjects, but exceptional students may take four, and subjects are taken separately. A Levels are graded A\* to E, and AS Levels are A to E, therefore, (No A\* for AS Levels) grades are benchmarked internationally, thus ensuring a standardized system.

## **PREDICTED GRADE FOR IBDP / IBCP / 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 Integrity Policy : Students adhere to all requirements of the Academic Integrity 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 Senior Management Team members.

Last Review Date	<b>August 2025</b>
Next Review Date	<b>August 2027 or earlier if the IB or CAIE changes its policies/guidelines</b>

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 Assessment Policy.

Student's Name: ..... Grade: .....

Parent's Signature: .....

Date .....

### Work Cited

<https://resources.ibo.org/ib/works/Approaches to Assessment in IB>

<https://resources.ibo.org/ib/works/Assessment Principal & Practices>



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