



Assessment Policy

2026-27

**INDIA INTERNATIONAL SCHOOL
&
IIS WORLD SCHOOL**



Vision

"A Heritage of Vision, A Legacy of Innovation."

Mission Statement

"The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens."

Philosophy

"IIS caters to the global need of today's youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community."

Pedagogy

"We aim to nurture Caring, Creative, Independent Thinkers who are not only Disciplined but Open Minded as well."



Purpose of Assessment Policy:

The Assessment Policy defines the principles and practices that govern how student learning is measured, supported, and reported. It ensures that assessment is consistent, transparent, and aligned with the philosophy of CBSE, Cambridge International & International Baccalaureate. Purpose of Assessment Policy is

To Ensure Meaningful Learning

Assessment is designed to measure student progress against defined objectives, foster reflection, and promote holistic development. It provides evidence of achievement, informs teaching strategies, and empowers students to take responsibility for their own learning.

To Value the Whole Learner

Assessment encompasses knowledge, conceptual understanding, skills, attitudes, and the attributes of the IB Learner Profile. Both scholastic and co-scholastic domains are included, ensuring that intellectual growth, personal development, and international mindedness are equally emphasized.

To Promote Fair and Inclusive Practices

A balanced range of strategies—formative, summative, differentiated, and reflective—are employed to provide valid, reliable, and inclusive measures of student progress. These practices uphold academic integrity, support diverse learners, and encourage continuous improvement.

To Communicate Progress Transparently

Reporting of assessment outcomes is multi-layered and transparent. Student-led orientations, parent-teacher meetings, monthly performance records, and digital feedback

systems communicate progress clearly, highlight achievement against IB criteria, and engage parents as active partners in the learning process.

Assessment Philosophy

Assessment is conceived as a purposeful and integral part of the learning process. We believe in assessment for learning, as learning, and of learning. It is used not only to measure attainment but to actively shape teaching practices, promote learner agency, and support student well-being through timely interventions. It is not merely a measure of acquired knowledge, but a tool to evaluate how effectively learners can analyze, apply, and transfer their understanding to unfamiliar contexts.

Assessment serves multiple functions: it identifies areas for improvement, enhances teaching and learning practices, and fosters a sense of ownership in students. By engaging actively with assessment, learners invest more deeply in their growth and develop resilience, reflection, and responsibility.

We believe that assessment must contribute to **holistic development**. It supports intellectual growth, nurtures skills and attitudes, and cultivates the attributes of the IB Learner Profile. Our evaluation system is designed to prepare students to become responsible, productive, and principled members of society.

Assessment is continuous and comprehensive. It covers scholastic and co-scholastic domains, ensuring that every aspect of student development is valued. This philosophy reflects a collective commitment by all stakeholders—teachers, students, parents, and coordinators—to use assessment as a means of enhancing learning, sustaining high academic standards, and promoting international mindedness.

Assessment for, as, and of Learning

Assessment at IIS & IIS WORLD SCHOOL is designed as an integrated process that supports learning in multiple ways. It focusses on student growth of conceptual understanding which is an effective essential Assessment practice. It is based on three core pillars defined below:



Assessment for Learning

Assessment for learning is formative in nature and is used to inform teaching and improve student progress during the learning process. It includes teacher feedback, diagnostic assessments, classroom observations, questioning, and intervention planning. The evidence gathered is used to identify learning gaps, modify teaching strategies, and provide timely support and enrichment.

Assessment as Learning

Assessment as learning actively engages students in monitoring and reflecting on their own progress. It includes self-assessment, peer assessment, reflection journals, learner portfolios, and student goal-setting. Through this process, students develop metacognitive awareness, ownership of learning, and the ability to set targets for improvement.

Assessment of Learning

Assessment of learning is summative in nature and is used to evaluate student attainment against defined learning objectives and programme standards. This includes term examinations, board examinations, project submissions, and formal reporting systems that communicate student achievement to all stake holders.

Student Ownership of Learning and Assessment

At IIS & IIS WORLD SCHOOL learner is recognised as a central component of the assessment process. Assessment practices are designed to empower learners to take an active role in understanding, monitoring, and demonstrating their progress.

Students are provided with regular opportunities to **co-construct learning goals, success criteria, and assessment rubrics** in collaboration with teachers, enabling greater clarity of expectations and ownership of outcomes.

Learners actively engage in **self-assessment, peer feedback, reflection conferences, and goal-setting discussions** to identify strengths, areas for growth, and next steps in learning.

Student voice is further strengthened through **student-led conferences, evidence portfolios, reflection journals, and learner presentations**, where students articulate their understanding, justify their choices, and demonstrate progress over time.

This approach promotes **ownership, metacognition, independence, and reflective practice**, in alignment with the school philosophy and the attributes of the IB Learner Profile.



AIM OF ASSESSMENT

To Be Diagnostic, Valid, and Reliable

Assessment practices are designed to provide accurate, consistent, and meaningful measures of student learning. They serve as diagnostic tools to identify strengths and areas for improvement, ensuring validity and reliability across all subjects.

To Be Differentiated Yet Inclusive

Assessment strategies are adapted to meet the diverse needs of learners. Differentiation ensures equitable access, while inclusivity guarantees that every student's progress is recognized and supported in line with the school's Inclusion Policy.

To Employ a Wide Range of Tools

A variety of assessment tools—formative, summative, structured, unstructured, and reflective—are used to capture the full spectrum of student learning. This diversity ensures that assessment is comprehensive and authentic.

To Assess Progress Against Defined Objectives

Assessment is criterion-referenced and aligned with subject-specific learning objectives. Feedback is provided regularly to guide students in achieving IB standards and developing deeper understanding.

To Encourage Student Reflection

Students are given opportunities to reflect on their learning, evaluate their progress, and set personal goals. Reflection fosters ownership of learning and strengthens student agency.



To Analyze Results for Improvement

Assessment outcomes are systematically analyzed to inform teaching practices, identify trends, and plan remedial or enrichment strategies. This continuous cycle of review enhances both teaching and learning.

To Measure Competencies Developed Through Learning

Beyond academic achievement, assessment measures the competencies, skills, and attributes cultivated through the teaching-learning process, ensuring holistic development aligned with the IB Learner Profile.

Types of Assessment

Assessment is **Continuous and Comprehensive Evaluation i.e.** conducted both formally and informally to evaluate concept building and identify areas requiring remedial support. All assessments are designed to be authentic, reliable, and informative, ensuring that they contribute meaningfully to student learning.

Formative Assessment / Periodical Tests

Formative assessment, including diagnostic testing, consists of a range of formal and informal procedures conducted during the learning process. Its purpose is to provide timely feedback, modify teaching strategies, and enhance student attainment. These assessments encourage reflection and guide students toward achieving defined learning objectives.

Summative Assessment

Summative assessments are conducted at the end of a term or academic year, typically in the form of written examinations as per board requirements. They provide a comprehensive measure of student achievement, validate learning outcomes, and ensure alignment with external standards.



The Examination Policy-CBSE

GRADE I and II

For classes I and II promotion is granted on the basis of continuous and comprehensive evaluation in the form of Periodic Tests and Term End Exams. **Grades are awarded.**

A 360-degree multidimensional report that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional and psychometric domains is shared with parents through the Holistic Progress Card.

(a) ASSESSMENT AREAS & ASSESSMENT PATTERN

(i) For subjects-Hindi, English (language and literacy development), Mathematics (cognitive development) and Environmental Science (socio-emotional & ethical development)

Term- I(50 marks) : Multiple Forms of Assessment

[FA I(10) +FA II(10) + IA(05) =25 marks]

Summative Assessment (SAI: 25 marks-Pen Paper Test)

Term-II(50 marks) :Multiple Forms of Assessment

[FA III(10)+FA IV(10) + IA(05)=25 marks]

Summative Assessment (SAII: 25 marks-Pen Paper Test)

(ii) For Information Technology (grade I & II) : Each Term has 50% theory & 50% practical:

Term-I (50 marks): FA (Pr-10) + SA-I (Th-25, Pr- 15)

Term-II (50 marks): FA(Pr-10) +SA-II (Th-25, Pr-15)

(iii) For General Awareness (Socio-Emotional & Ethical Development) - Each Term will Comprise of 2 tests

Test- I (25 marks) &Test- II(25 marks) i.e. Total 50 marks for each Term

(iv) For Following domains, Continuous Assessment of Competencies and Skills throughout each Term:



- Physical Development (Physical Education, Health & Wellness)
- Socio-Emotional and Ethical Development (Life Skills & Values Education)
- Aesthetic Development (Visual Arts, Music, Dance)
- Positive Development (Classroom engagement - interaction and participation in all school activities)

• **Grade Scheme and Description:**

*For Assessment Areas (i) to (iii) (Grading on a 5 Point scale)		For Assessment Area (iv) (Grading on a 3 point scale)	
A+	90% and Above	Beginner	Tries to achieve the competency and associated learning outcomes with a lot of support from teachers
A	75%-89%	Progressive	Achieves the competency and associated learning outcomes with occasional/ some support from teachers
B	56% -74%	Proficient	Achieves the competency and associated learning outcomes on his/her own
C	35%-55%		
D	Below 35%		

GRADE III to V

For classes III to V promotion is granted on the basis of continuous and comprehensive evaluation in the form of periodic tests and term end exams. **Grades are awarded.**

As per NEP 2020 Guidelines, there are no hard boundaries between Scholastic and Co-scholastic areas.

***ASSESSMENT AREAS & ASSESSMENT PATTERN**

(i) **For subjects-Hindi, English, Mathematics, Science and Social Science.**

Term- I (50 marks) :Term- I (50 marks) : Multiple forms of Assessment

[FA I (10)+FA II (10)+ IA (05) =25 marks]

Summative Assessment-I(SAI: 25 marks-Pen Paper Test)



Term-II(50 marks) :Term-II(50 marks) : Multiple forms of Assessment

[FA III(10)+ FA IV(10)+ IA (05) =25 marks]

Summative Assessment-II (SA II:25 marks -Pen Paper Test)

(ii) (a) For Information Technology (grade III) : Each Term has 50% theory & 50% practical:

- Term-I (50 marks): FA (Pr-10) + SAI(Th-25, Pr- 15)
- Term-II (50 marks): FA(Pr-10) +SAII (Th-25, Pr-15)

For Artificial Intelligence (grade IV & V): Each Term has 50% theory & 50% practical:

- Term-I (50 marks): FA (Pr-10) + SAI(Th-25, Pr- 15)
- Term-II (50 marks): FA(Pr-10) +SAII (Th-25, Pr-15)

For Computational Thinking (grade III to V) : Each Term will comprise of 2 tests

Assessment throughout the Term – 10 Marks, Term End Assessment (MCQ) -15 Marks

(b) For General Awareness- Each Term will comprise of 2 tests

Test-I (25 marks) &Test- II (25 marks) i.e Total 50 marks for each Term Total – 25 Marks (Grade will be awarded as per grade scheme)

(iii) (a) For Art Education (Visual Arts) - Each Term will comprise of:

- Internal Assessment: 25 marks
- Term End Assessment : 25 marks

(b) For Health & Physical Education, Performing Arts:

- Continuous Assessment throughout each term on a 3 point grading scale-A to C.

(c) Personality Development (Values Education & Life Skills):

- Initiative, Self Control, Respect for Others, Sharing and Caring, Courteousness, Confidence, Care of Belongings, Neatness, Regularity & Punctuality.



- Continuous Assessment throughout each term on a 3 point grading scale-A to C.

*Grade Scheme & Description

*For Assessment Areas (i),(ii),(iii)- (a) (Grading on a 5 Point scale)	
A+	90% and Above
A	75% - 89%
B	56% - 74 %
C	35% - 55%
D	Below 35%

For Assessment Area (iii) – (b), (c) (Grading on a 3 Point Scale)	
A	Progressing Well
B	Progressing Satisfactorily
C	Experiencing Difficulty

CLASS VI

*ASSESSMENT AREAS & ASSESSMENT PATTERN :

- (i) a. For English(R1-Level), Hindi(R2-Level), Sanskrit(R3-Level), Mathematics, Science, Social Science:

Term- I (100 marks) : Multiple Forms of Assessment

[FA I(10)+FA II(05)+ IA (05) =20 marks]

Half Yearly Examination: 40 marks (Pen Paper Test) converted to 80 marks.

Term-II (100 marks): Multiple Forms of Assessment

[FA III (10)+FA IV(05)+ IA (05) =20 marks]

Annual Examination: 40 marks (Pen Paper Test) converted to 80 marks.

- b. **For General Awareness- Each Term will comprise of 2 tests :**

Test- I(25 marks) & Test- II (25 marks) i.e. Total 50 marks for each Term

- (ii) **Computational Thinking & Artificial Intelligence :**



a. For Artificial Intelligence: Each Term has 50% Theory and 50% Practical

- Practical- 20 Marks
- Practical Exam 1 -10 Marks (will be converted out of 5)
- Practical Exam 2 – 15 Marks
- Project Work – 5 Marks

Theory – 30 marks (will be converted out of 15)

b. Computational Thinking (CT)-

- Assessment throughout the term – 10 Marks
- Term End Assessment (MCQ) -10 Marks
- **Total -20 Marks (will be converted out of 10)**

c. For Skill Subjects (Kaushal Bodh)

Year End Examination - 100 Marks: Students will be assessed on 3 projects that they will prepare during the year.

(Multiple Forms of Assessment)

- Project Work & Project File – 30
- Portfolio & Teachers' Observation – 30
- Viva Voce – 15
- Pen Paper Test - 25

(iii) a. For Art Education (Visual & Performing Arts) –

Each Term will comprise of:

Internal Assessment 25 marks Term End

Assessment 25 marks

b. For Health & Physical Education, Continuous Assessment throughout each Term

c. Value Education & Life Skills on a 3-point grading scale - A to C.



GRADE SCHEME

For Assessment Area (i),(ii) & (iii)a :

Grade	A1	A2	B1	B2	C1	C2	D	E (Needs Improvement)
%Range	91-100	81-90	71-80	61-70	51-60	41-50	33-40	32 & below

A	Outstanding
B	Very Good
C	Fair

GRADE VII & VIII

*ASSESSMENT AREAS & ASSESSMENT PATTERN

a. For English, Hindi, Mathematics, Science, Social Science, French, Sanskrit, Japanese:

Term- I (100 marks) : Multiple Forms of Assessment

[FA I(10)+FA II(05)+ IA (05) =20 marks]

Half Yearly Examination: 80 marks (Pen Paper Test) for grade VII &VIII and 40 marks.

Term-II (100 marks) : Multiple Forms of Assessment

[FA III (10)+FA IV(05)+ IA (05) =20 marks]

Annual Examination: 80 marks (Pen Paper Test) for grade VII &VIII

c. **For General Awareness- Each Term will comprise of 2 Tests:**

Test- I(25 marks) & Test- II (25 marks) i.e. Total 50 marks for each Term



(iv) **Computational Thinking & Artificial Intelligence:**

a. For Artificial Intelligence: Each Term has 50% Theory and 50% Practical

- Practical- 20 Marks
- Practical Exam 1 -10 Marks (will be converted out of 5)
- Practical Exam 2 – 15 Marks
- Project Work – 5 Marks

Theory – 30 marks (will be converted out of 15)

b. Computational Thinking (CT)-

- Assessment throughout the term – 10 Marks
- Term End Assessment (MCQ) -10 Marks
- **Total -20 Marks (will be converted out of 10)**

c. For Skill Subjects (Kaushal Bodh)

Year End Examination - 100 Marks: Students will be assessed on 3 projects that they will prepare during the year.

(Multiple Forms of Assessment)

- Project Work & Project File – 30
- Portfolio & Teachers' Observation – 30
- Viva Voce – 15
- Pen Paper Test - 25

(v) **a. For Art Education (Visual & Performing Arts) - Each Term will comprise of:**

Internal Assessment 25 marks Term End

Assessment 25 marks

b. For Health & Physical Education, Continuous Assessment throughout each Term

c. Value Education & Life Skills on a 3-point grading scale - A to C.



GRADE SCHEME

For Assessment Area (i),(ii) & (iii)a :

Grade	A1	A2	B1	B2	C1	C2	D	E (Needs Improvement)
%Range	91-100	81-90	71-80	61-70	51-60	41-50	33-40	32 & below

A	Outstanding
B	Very Good
C	Fair

GRADE - IX :

For Grade IX (2026–27), as per the Suggestions of NEP-2020 and NCFSE-2023, many changes were announced by CBSE on 2nd April 2026. The 3-language formula has also been announced for Grade IX on 15th May 2026.

Assessment Areas

The assessment areas will include the following subjects:

(A) Subjects with Internal Assessment	Assessment Pattern	
Term-End/Year-End Assessment	Internal Assessment (IA) (Spread throughout the Year and Compiled at the end of the academic year)	Term-End / Year-End (Written Pen-Paper Test)



English (R1)	20 Marks	80 Marks
Hindi (R2) / Sanskrit (R2)	20 Marks	80 Marks
Mathematics/ Mathematics Advanced	20 Marks	80 Marks
Science / Science Advanced	20 Marks	80 Marks
Social Science	20 Marks	80 Marks
Information Technology	50 (Practical)	50 (Theory)
Vocational Education	50 (Practical)	50 (Theory)

**Students opting for Mathematics Advanced will appear write an additional exam of 25 marks, 1 hour duration along with the mathematics exam paper. For those scoring 50% and over the Report Card will have a statement mentioning that the student has qualified the Mathematics Advanced level. For Students scoring less than 50%, there will be no mention of Mathematics Advanced in the Report Card.

** Students opting for Science Advanced will appear write an additional exam of 25 marks, 1 hour duration along with the Science exam paper. For those scoring 50% and over the Report Card will have a statement mentioning that the student has qualified the Science Advanced level. For Students scoring less than 50%, there will be no mention of Science Advanced in the Report Card.



B. Subjects with Only Internal Assessment

Subject	Assessment Details
Language (R3) / Hindi (R3)	Mandatory qualifying subject – Exam Result in this subject will be reflected as Qualified / Not Qualified
Individuals in Society	Details due from CBSE
Art Education	Theory: 40 Practical: 60
Physical Education & Well Being	Theory: 20 Practical: 80
Computational Thinking & A.I.	Module

Exam Structure

Term I

- Periodic Test I – 20 marks (subjects under Category A except IT & VE)
- Periodic Test II – 80 marks (at the end of Term I for all subjects under Category A)

Term II

- Periodic Test III – 20 marks (subjects under Category A except Information Technology & Vocational Education)
- Annual Examination – 80 marks (all subjects under Category A)

Internal Assessment (20 Marks)

- Periodic Tests – 5 Marks
- Multiple Forms of Assessment – 5 Marks
- Subject Enrichment Activities – 5 Marks
- Portfolio – 5 Marks



(C) GRADE SCHEME (Absolute Grading – 8 point scale)

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32& below	* Essential Repeat (If failing in more than two subjects)

(D) PROMOTION CRITERIA

Students must secure overall 33% (Theory + Internal Assessment) in each subject to be declared PASS.

GRADE X

ASSESSMENT AREAS & ASSESSMENT PATTERN:

- (i) **Subjects: English Language & Literature; Hindi/ French / Sanskrit; Mathematics; Science; Social Science, additional subject Japanese**

➤ **Term-I**

- Periodic Test I (20 Marks)
- Periodic Test II (80 Marks)



➤ Term-II

- Pre Board Exam (Converted as Periodic Test-III) (80 marks)

Internal Assessment: (20 marks)

- Internal Assessment activities will be conducted throughout the year (Term I & Term II) and compiled at the end of Term II.
- Internal Assessment has following parts
Periodic Test – (5)
Multiple forms of Assessment (5)
Subject Enrichment Activities (5)
Portfolio (5)

(ii) **Additional Subject (Skill Subject) -**

(a) **Information Technology/Artificial Intelligence**

- **Term-End Exam** 50 (Th) & 50 (Pr)

➤ **GRADE SCHEME-SCHOLASTIC AREAS**

- Class X (Positional Grading-9 point scale)

Board will put all the passed students in a rank order and will award grades as follows:

A1	Top 1/8 th of the passed candidates
A2	Next 1/8 th of the passed candidates
B1	Next 1/8 th of the passed candidates
B2	Next 1/8 th of the passed candidates
C1	Next 1/8 th of the passed candidates
C2	Next 1/8 th of the passed candidates
D1	Next 1/8 th of the passed candidates
D2	Next 1/8 th of the passed candidates
E	Essential Repeat



Notes

- Minor variations in proportion of candidates to adjust ties will be made.
- If there is a tie, all the students securing the same score will get the same grade. If there is a need to divide the number of students at a scoring point, the smaller segment will go with the larger one.
- The method of grading is applicable in subjects where the number of candidates passing in board exams is more than 500.
- If the total number of candidates passing in the subject are less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

➤ **PROMOTION CRITERIA**

Students must secure overall 33% (Theory + Internal Assessment) in each subject to be declared PASS.

(iii) Following subject will be assessed on a 5 point grading scale – A to E

- Health & Physical Education including Work Experience (will include Games, Health & Fitness, SEWA)
- Art Education (will include Visual & Performing Art)
- Values Education and life skills will include Attendance, Sincerity, Values and Behaviour.

GRADE -XI

Assessment Areas & Assessment Pattern

(a) Scholastic Areas:



Subject	Test-I (Th)	Half Yearly Exam (Th & PR/IA)	Test- II (Th)	Annual Exam (Th & PR/IA)
English Core	10%	90%	10%	90%
Elective 1	10%	90%	10%	90%
Elective 2	10%	90%	10%	90%
Elective 3	10%	90%	10%	90%
Elective 4	10%	90%	10%	90%

Subjects which include PR/IA will have two papers i.e. Theory and Practical/Project/Internal Assessment in Half Yearly and Promotion Examination.

(b) **PROMOTION CRITERIA**

Students must secure 33% in Theory and Practical separately in overall score for each subject to be declared PASS

(c) **Grades for following subjects will be awarded on a 9 point grading scale (A1 to E)**

- Work Experience
- Health and Physical Education
- General Studies
-

GRADE XII

➤ **Assessment Area & Assessment Pattern:**

- **Scholastic Areas:**



Subject	Test-I (Th)	Half Yearly Exam (Th & PR/IA)	Pre Board Exam (Th & PR/IA)
English Core	10%	90%	100%
Elective 1	10%	90%	100%
Elective 2	10%	90%	100%
Elective 3	10%	90%	100%
Elective 4	10%	90%	100%

For the Half Yearly & Pre Board Exam, all subjects will have two papers. i. e. Theory and Practical/Project/Internal Assessment.

The complete syllabus for each subject will be included in the Pre Board and Board Exam.

➤ **GRADE SCHEME-SCHOLASTIC AREAS**

Class XII (Positional Grading-9 point scale)

Board will put all the passed students in a rank order and will award grades as follows:

A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Essential Repeat



Notes

- Minor variations in proportion of candidates to adjust ties will be made.
- If there is a tie, all the students securing the same score will get the same grade. If there is a need to divide the number of students at a scoring point, the smaller segment will go with the larger one.
- The method of grading is applicable in subjects where the number of candidates passing in board exams is more than 500.
- If the total number of candidates passing in the subject are less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

➤ **Promotion Criteria :**

Students must secure 33% in theory and practical separately in overall score for each subject to be declared PASS.

Grades for following subjects will be awarded and 9 point grading scale (A1 to E)

- Work Experience
- Health and Physical Education
- General Studies



ASSESSMENT POLICY-IIS WORLD SCHOOL

Cambridge Primary Programme (CPP)

Assessment is an essential part of the teaching and learning process. It provides teachers with the information needed to make informed decisions about what and how a child is learning. This information enables identification of the next steps in the learner's progress and supports the adaptation of appropriate teaching strategies.

When We Assess

Assessment in the Cambridge Primary Programme is conducted in the following forms:

- **Weekly Assessments** – These ensure continuity and balance in the teaching–learning process. Weekly assessments are conducted formally through structured tasks, providing reliable evidence of students' academic progress.
- **Ongoing Assessments During Teaching and Learning** – These are carried out through teacher observations, classroom discussions, and oral activities. Such assessments provide immediate feedback and help capture the continuous learning process

Where we Assess

Assessment is embedded across all learning environments and is not limited to the classroom. While classroom-based assessments focus on academic skills and subject-specific objectives, assessment also extends to co-curricular and experiential learning contexts, where students demonstrate creativity, collaboration, leadership, and the practical application of knowledge and skills. This balanced approach ensures that student learning is recognised and valued in both academic and non-academic settings.

What We Assess

Assessment is holistic in nature and focuses on students' efforts, skills, attitudes, and attributes. It



recognises learners' commitment, perseverance, and progress, while measuring both subject-specific competencies and skills. It also evaluates attitudes such as responsibility, resilience, and collaboration. Furthermore, assessment supports the Cambridge attributes aligned with the IB Learner Profile, enabling students to grow into principled, reflective, and internationally minded individuals.

Assessment Areas:

- A) Scholastic
- B) Co- scholastic (Physical Education, Visual Arts, Dance, Drama, Music)
- C) Assessment of learner's profile, Attitudes and Transdisciplinary Skills

Assessment Pattern

Scholastic Assessment Includes

•Weekly Assessments:

Weekly assessments are conducted through **structured pen-and-paper tasks every Thursday**, as per the pre-decided schedule. The syllabus for each assessment is shared with students **one week in advance** to ensure adequate preparation.

•Class Tests:

Class tests are conducted using a **variety of assessment tools and strategies** to strengthen and evaluate **subject-specific skills and understanding**.

•Notebook Assessment:

Students' notebooks and written work are assessed on the basis of the following parameters:

- **Regularity and completion**
- **Quality and content of work**
- **Neatness and presentation**



Co-scholastic Assessment includes Assessment of the **Learner Profile, attitudes, transdisciplinary skills, and other co-scholastic areas** is based on **systematic observations**, which are:

- conducted **frequently and at regular intervals**
- focused on **individuals, groups, and the whole class**
- carried out in **different contexts to enhance validity and reliability**

Components of Scholastic Assessments in CPP

	Weekly Assessment (W.A)		Class Test (C.T)		Note Book Assessment (N.B.A)
Subjects	No. of Assessment	Maximum Marks	No. of Assessment	Maximum Marks	
Mathematics	03	20	02	10	05
World Science	03	20	02	10	05
Hindi	03	20	03	20	05
English	03	20	03	20	05
ICT	02	10	03	20	--
General Awareness	02 Tests of 20 marks				



Subjects	Assessments used for Grade calculations
Mathematics	Best Two Weekly Assessments + Two Class tests + N.B.A
World Science	Best Two Weekly Assessments + Two Class tests + N.B.A
ICT	Two Weekly Assessments + Best Two Class tests + N.B.A
Hindi	Average of Best Two Weekly assessment+ Three Class tests + N.B.A
English	Average of Best Two Weekly assessment+ Three Class tests + N.B.A
General Awareness	Two Assessments of 20 Marks

Grade Scheme: Criteria for Effort Grade and Subject Grade for CPP 1 to 5

Subject Grade	Effort Grade	For scholastic subjects	For co- scholastic subjects
		(Lower Boundary Included)	(Lower Boundary Included)
OA (Outstanding Achievement)	Excelling	95%-100%	90%-100%
HA (High Achievement)	Achieving	85%-95%	75%-90%
SA (Sound Achievement)	Progressing	75%-85%	60%-75%
BA (Basic Achievement)	Developing	65%-75%	40%-60%
LA (Limited Achievement)	Beginning	0 -65%	0-40%

NOTE : For description of subject grades and Effort grades please refer to **Annexure A**



Cambridge Lower Secondary Programme (CLSP)

Cambridge Lower Secondary programme sets clear learning objectives and focuses on developing knowledge and skills in all subjects, providing excellent foundations for the next stage of education.

Assessment Areas:

- A) Scholastic
- B) Co- scholastic (Physical Education, Visual Arts, Dance, Drama, Music)
- C) Assessment of learner's profile, Attitudes and Transdisciplinary Skills

Assessment Pattern:

Scholastic Assessment includes:

- Structured Formative Assessment
- Unstructured Formative Assessment
- Summative Assessment-
- Note Book Assessment-

Co-scholastic Assessment includes-

Assessment of learner attributes, attitudes, and transdisciplinary skills is based on observations that are:

- frequent and regular
- individual, group, and whole-class based
- carried out in varied contexts



Weightage of Scholastic Assessment Areas-

Term 1		Term 2	
EXAM	Weightage	EXAM	Weightage
FA 1 (Structured)	25%	FA 3 (Structured)	25%
FA 2 (Unstructured)	10%	FA 4 (Unstructured)	10%
N.B.A	5%	N.B.A	5%
S.A 1	60%	S.A 2	60%

GRADE Scheme for CLSP 6 and CLSP 7:

Subject Grade	Effort Grade	For scholastic/co-scholastic subjects (Lower Boundary Included)
OA (Outstanding Achievement)	Excelling	90%-100%
HA (High Achievement)	Achieving	75%-90%
SA (Sound Achievement)	Progressing	60%-75%
BA (Basic Achievement)	Developing	40%-60%
LA (Limited Achievement)	Beginning	0-40%

NOTE : For description of subject grades and Effort grades please refer to **Annexure A**



Grade Scheme for CLSP 8

(9-point scale, where A* is highest and U is lowest)

GRADE	PERCENTAGE
A*	90 to 100
A	80 to 89
B	70 to 79
C	60 to 69
D	50 to 59
E	40 to 49
F	30 to 39
G	20 to 29
U(Ungraded)	19 and below

International General Certificate of Secondary Education (IGCSE)

The IGCSE is a two-year programme offered to students in the 14–16 years age group. It supports learners in improving academic performance by developing skills in creative thinking, enquiry, analysis, and problem-solving.

To accommodate differing abilities, certain IGCSE subjects offer a choice between Core and Extended papers. At IIS WORLD SCHOOL, students are generally entered for subjects at the Extended level. However, the level may be changed to Core where a student is unable to cope effectively with the Extended curriculum requirements.



Subjects	Availability of grades
Art & Design (0400)	A* to G
Economics (0455)	A* to G
Global Perspectives (0457)	A* to G
English as a Second Language (0510)	A* to G
French- Foreign Language (0520)	A* to G
Hindi as a Second Language (0549)	A* to G
Information and Communication Technology(0417)	A* to G
Mathematics (0580)	Extended A* to E CORE C to G
Combined Sciences(0653)	Extended A* to G CORE C to G
Coordinated Sciences(0654)	Extended A* A* to GG CORE CC to GG

Assessments -

A) In House Examination:

- Scholastic
- Co- scholastic (CAS, Reading Skills, Performing Arts, Literary & Creative Skills, Attitude & Values,)
- Assessment of Learner's Attributes

B) Final Cambridge Examination:

The school follows a policy of staggering IGCSE board examinations across different examination series, depending on the subject combination selected by students.



For the IGCSE Batch 2025–27, the examination schedule is as follows:

- November 2026 Series: Art & Design
- March 2027 Series:
Hindi, English, Mathematics, Combined Science / Coordinated Science, ICT,
Economics/Global Perspectives

Assessment Pattern of In-house Examination:

Scholastic Assessment includes:

- Structured Formative Assessment
- Unstructured Formative Assessment
- Summative Assessment
- Note Book Assessment

Co-scholastic Assessment includes- Assessment of CAS, Reading Skills, Performing Arts, Literary
& Creative Skills, Attitude & Values

Observations are made on the basis of the following:

- often and at regular interval
- of individuals, groups and whole class
- in different contexts to increase validity.

Weightage of In house exams-



For IGCSE Year 1 - Weightage of Scholastic assessment areas-

Term 1		Term 2	
EXAM	Weightage	EXAM	Weightage
FA 1 (Structured)	25%	FA 3(Structured)	25%
FA 2 (Unstructured)	10 %	FA 4 (Unstructured)	10 %
N.B.A	5%	N.B.A	5%
S.A 1	60%	S.A 2	60%

IGCSE Year 2

Term 1		Term 2
EXAM	Weightage	Term 2 will include series of Mock Exam and Pre-Board Examination 2.
FA 1 (Structured)	10%	
FA 2 (Structured)	25 %	
N.B.A	5%	
Pre Board Examination 1	60%	

Mock and Pre-board Assessment Practice

- After completion of the full IGCSE syllabus, **Pre-board Examinations** are conducted in accordance with Cambridge norms.
- A **series of mock examinations** is conducted **three months prior to the scheduled board examinations**.
- The complete syllabus is divided into different units / splits.
- Mock examinations are conducted for each split.



- After every mock, **subject-specific feedback and guidance based on assessment criteria** are provided to support improvement in subsequent mocks and the final Cambridge examination.

Grading / Marking Scheme for In house exams:

- A) Scholastic Areas: The latest grade thresholds released by Cambridge is used for the compilation of inhouse result.
- B) Co-scholastic Areas: A to E grade profile is used for marking, where each Grading Parameter has specific criteria of grading.
- C) Learner's Attributes: A to D grading scale is used.
(A: Applies consistently, B: Practicing, C: Approaching, D: Needs Support)

International Baccalaureate Diploma Programme (IBDP)

The **International Baccalaureate Diploma Programme (IBDP)** is a challenging **two-year pre-university curriculum**, primarily aimed at students aged **16 to 19 years**. It leads to the award of the **IB Diploma**, a qualification widely recognised by leading universities across the world.

The curriculum comprises **six subject groups** together with the **DP Core**, which includes:

- Creativity, Activity, Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)

The school's assessment policy for IBDP is derived from both the **school's and the IB's assessment philosophy and principles**, ensuring complete alignment between institutional practices and IB standards.



Assessment reflects the school's commitment to supporting learning through a **criterion-based, objective, and diverse assessment framework**.

Student learning is assessed against **subject-specific assessment objectives and criteria**, using a range of strategies to inform teaching practices and support the development of students' learning skills

Assessment Areas

A) In House Examination:

- Scholastic
- Co- scholastic (Reading Skills, Performing Arts, Literary & Creative Skills, Attitude & Values)
- Assessment of learner's profiles

B) Final IBDP Board Examination:

At the end of the two-year programme, candidates are assessed through both **internal and external assessments**, which measure individual performance against the assessment objectives of each subject. During the programme, students prepare for:

- **Non-examination components (NECs)**
internally supervised, internally assessed and externally moderated / externally assessed
- **Examination components**
externally assessed written examinations conducted by the IB at the end of the two-year programme

Award of the IB Diploma:

The IB Diploma is awarded based on performance across all components of the Diploma Programme. Students study **six subjects**, with a combination of:



- Higher Level (HL)
- Standard Level (SL)

They must also complete the **DP Core**:

- CAS
- TOK
- EE

Each subject is graded on a **1–7 scale**, with **7 being the highest**.

TOK and EE are graded **A–E**, and together contribute **0 to 3 additional points** through the diploma points matrix.

CAS is **not formally graded**, but successful completion is mandatory for the award of the diploma.

The **maximum diploma score is 45 points**: $(6 \times 7) + 3 = 45$

The **minimum threshold for award of the diploma is 24 points**.

Diploma Award Requirements

The diploma is awarded only if the following conditions are met:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).



- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
 - The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
 - The student has not received a penalty for academic misconduct.
- The following matrix will be used for award of points for TOK and the EE.

Theory of knowledge (TOK)						
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing condition
	D	2	1	0	0	
	E or N	Failing condition				

Bilingual Diploma

A **Bilingual Diploma** is awarded to a successful student who fulfils one or more of the following criteria:

- Completion of **two languages** from the studies in **language and literature (GROUP 1)** with a **grade 3 or above in both**.
- Completion of a subject from **Individuals and Societies (GROUP 3)** or **Sciences (GROUP 4)** in a language **different from the Language and literature subject (GROUP1)**, with a **grade 3 or above in both subjects**.

Predicted Grades

Predicted grades are determined through a **triangulation of evidence** to ensure accuracy, fairness, and transparency.



Sources of Evidence Include:

- Formative assessment performance across subjects
- Summative assessment results and term examinations
- Mock examination outcomes
- Internal Assessment (IA) progress and draft quality
- Class engagement, consistency, and learner profile attributes
- Subject teacher professional judgment
- Historical performance trends within the school

Predicted grades are **reviewed collaboratively** by subject teachers and the Diploma Programme Coordinator before submission to the IB. This process ensures consistency and alignment with IB expectations.

Criterion-Referenced Assessment

Assessment in the Diploma Programme is **criterion-referenced**. Student work is judged against published IB subject-specific assessment criteria and mark schemes, not by comparison with peers. Achievement levels are determined by how well students meet the stated assessment objectives, command terms, and performance descriptors. This ensures fairness, transparency, and alignment with IB expectations

Assessment of Theory of Knowledge (TOK)

TOK assessment evaluates students' ability to reflect critically on knowledge claims, perspectives, and contexts.

- **Assessment Practices:**
 - Internal assessment: TOK Exhibition (graded A–E, internally assessed, externally moderated).
 - External assessment: TOK Essay (graded A–E, externally assessed).



Assessment of Extended Essay (EE)

EE assessment measures independent research, academic writing, and critical engagement with a focused question.

- **Assessment Practices:**

- Internal checkpoints: Topic approval, research proposal, draft submission, reflection sessions (RPPF).
- External assessment: Final essay (graded A–E, externally assessed).

Monitoring of Creativity, Activity, Service (CAS) Progress

CAS monitoring ensures students engage meaningfully in experiential learning, balancing creativity, physical activity, and service.

- **Assessment Practices:**

- Continuous documentation through CAS portfolios, journals, and supervisor feedback.
- Formal checkpoints: Initial interview, mid-point review, and final interview (Annexure I).
- Evidence: Reflections, project reports, and student-led presentations.

In-house Deadline Chart for Non-examination Components (NEC):

The internal assessment calendar is designed to promote student well-being and prevent assessment overload while ensuring compliance with IB submission timelines.

The internal deadline chart for Non-examination Components (NECs) is developed through a collaborative planning process.

All IB teachers teaching the cohort are required to submit the proposed timelines and submission schedules for their respective components. These timelines are then consolidated into a comprehensive internal deadline chart.

The merged schedule is carefully reviewed to ensure that all deadlines are appropriately staggered across the two-year programme, thereby supporting effective student workload management and balanced academic planning.



Where necessary, discussions are held and timelines are revised to avoid clustering of submissions and to maintain a manageable assessment calendar for each student.

The final internal deadline chart is formally approved and endorsed by the:

- Subject Teacher
- Examination Head
- Diploma Programme Coordinator (DPC)

Guidelines for NECs

The following points are strictly adhered to with respect to NEC

(further details are available in the School Academic Integrity Policy):

- All NECs must be authentic, original, and independently created by the student.
- A formal declaration of authenticity must be submitted by the:
 - student
 - parent / guardian
 - subject teacher
- It is strongly recommended that all submissions be screened for originality using Turnitin prior to final submission.
- Any instance of suspected plagiarism or academic misconduct is dealt with in accordance with the school's Academic Integrity Policy and IB guidelines.
- Consent by the Candidate & Parent on Uploading Work to the Coursework System is taken. The DPC or another authorized school staff member uploads students' work to the IB's e Coursework system only after the consent.



Feedback on Drafts

Teachers provide feedback on one complete draft of Internal Assessments, TOK essays, and the Extended Essay in accordance with IB guidelines. Feedback focuses on: Clarifying criterion, interpretation, highlighting strengths, Identifying areas for improvement, Reinforcing academic honesty and Suggesting next steps for refinement. Teachers do not edit or rewrite student work. The responsibility for revising and improving the draft lies with the student.

Feedback Turnaround Timelines

To ensure timely and meaningful support for students, the school has established clear turnaround timelines for assessment feedback:

- **Formative tasks:** Feedback provided within **5 working days** of submission.
- **Mock papers:** Feedback returned within **7–10 working days**, including criterion-based comments and improvement strategies.
- **Internal Assessment (IA) drafts:** Feedback provided **within published internal deadlines**, ensuring alignment with IB submission requirements.

Standardization and Moderation of Assessment Teachers participate in regular internal standardization meetings to ensure consistency and reliability of marking across subjects and sections.

- Faculty meet to interpret IB assessment criteria, ensuring shared understanding across disciplines.
- Teachers reference IB published exemplars and grade descriptors to benchmark judgment
- Coordinator oversees to ensure reliability of judgments.



Use of AI and Digital Tools in Assessment

The school recognizes the responsible use of AI-enabled digital tools in learning and assessment.

Students must:

- Acknowledge the use of AI tools in their work.
- Cite assistance appropriately, including tool name, prompt, and date.
- Ensure submitted work remains authentically their own.
- Comply fully with the Academic Integrity Policy.

Any unacknowledged AI-generated work will be treated as academic misconduct in line with IB regulations

Assessment of Approaches to Learning (ATL) Skills

In alignment with the IB Diploma Programme philosophy, the school explicitly assesses Approaches to Learning (ATL) skills as an integral part of teaching and learning. ATL skills are not assessed in isolation but are embedded within subject-specific assessment tasks, ensuring that students develop transferable skills essential for lifelong learning.

The following ATL skill categories are systematically assessed:

- **Thinking Skills** (critical thinking, creative thinking, transfer of knowledge)
- **Communication Skills** (oral, written, and visual communication)
- **Self-Management Skills** (organization, time management, reflection skills)
- **Research Skills** (information literacy, media literacy, academic integrity)
- **Social Skills** (collaboration, intercultural understanding, teamwork, responsibility)

Assessment Approach

ATL skills are assessed through multiple methods, including Clearly defined assessment rubrics along with Student reflections (self-assessment), Inquiry-based research tasks and extended investigations, Collaborative projects, Teacher observations and formative feedback during learning activities.



ATL development is monitored across subjects to ensure progressive skill growth. Teachers provide structured feedback that helps students recognize strengths and areas for improvement in their ATL development.

Assessment Pattern of Inhouse Examination (Refer APPENDIX – C)

Scholastic Assessment includes:

- Structured Formative Assessment (**Formative assessment tasks -written test**)
- Unstructured Formative Assessment (**ongoing classroom assessment and feedback cycles**)

Unstructured Formative Assessments are based on :

- NEC
- Core
- Subject Skill Based in connection with L.P (Learner's profile)
- Subject Skill Based in connection with I.M (International Mindedness)
- Summative Assessment (Based on IBDP Examination Pattern)
- Note Book Assessment

Co-scholastic Assessment and Assessment of learner's profile are based on Observations which are made

- often and at regular interval
- of individuals, groups and whole class
- in different contexts to increase validity.



Weightage of Scholastic assessment areas-

IBDP Yr 1

Term 1		Term 2	
EXAM	Weightage	EXAM	Weightage
FA 1 (Structured)	25%	FA 3 (Structured)	25%
FA 2 (Unstructured)	10%	FA 4 (Unstructured)	10%
N.B.A	5%	N.B.A	5%
S.A 1	60%	S.A 2	60%

IBDP Yr II

Term 1		Term 2
EXAM	Weightage	Term 2 will include series of Mock Exam and Pre-Board Examinations.
FA 1(structured)	10%	
FA 2 (Structured)	25 %	
N.B.A	5%	
SA-I	60%	

After the completion of full course of IBDP, Preboard Exams are conducted as per IBDP Norms. Series of Mocks are conducted three months prior to the Scheduled Board Exam. The whole syllabus is divided into different splits and mocks are conducted for each split. After every Mock, subject specific guidance based on assessment criterion is provided to the students for improvement in other mocks and the final board exam.



Grading / Marking -

A) Scholastic Areas : The latest Grade Boundaries released by IBO is used for the compilation of inhouse result.

B) Co-scholastic Areas: A to E grade profile is used for marking, where each Grading parameter has a specific criteria for grading.

C) Learner's Profile: A to D grading scale is used.

A: Applies consistently, B: Practicing, C: Approaching, D: Needs Support

Monitoring of Students' Progress

The school follows a **structured and collaborative approach** towards monitoring students' academic progress and well-being throughout the IBDP.

- Subject teachers engage in **periodic collaborative meetings** with the **Academic Head, Group Head, Diploma Programme Coordinator (DPC), and department teachers** to ensure effective implementation of the IBDP curriculum and assessment practices.
- Students' **target grades** are determined and shared by the **University Counsellor** with the Examination Department. These target grades are established after detailed interactions with students to understand their **university aspirations, admission requirements, and career pathways**. Parents are actively involved in this process to ensure shared understanding and support.
- The target grades and academic progress of each student are reviewed during **monthly collaborative meetings**. Based on the review of assessment data and performance trends, **individual learning plans and intervention strategies** are revised and strengthened wherever required.



- Regular monitoring of student progress is undertaken using **assessment evidence, formative and summative data, teacher observations, and predicted performance indicators** to determine whether students are performing at their expected levels or require additional academic support.
- The **Examination Department works in close collaboration with the University Counsellor** to support students through the university admission process upon completion of the programme

Differentiated Assessment

The school designs differentiated assessments in- house to ensure students are fully prepared for their final Board Examinations through a standardized ,uniform assessment pattern.

To distinguish between candidates demonstrating different levels of competency and learning needs, assessment tasks are planned and implemented using a differentiated approach.

Differentiated assessment involves teachers making appropriate adjustments and modifications to assessment tasks, tools, and activities for an individual student or a group of students, based on their learning profiles, abilities, and support requirements.

Such differentiation may include adjustments in:

- the level of complexity of tasks
- the mode of response or submission
- the time allocated for completion
- the assessment format or tool used
- the level of scaffolding and support provided



All differentiated assessment plans are implemented only after prior review and approval by the Diploma Programme Coordinator (DPC) to ensure alignment with programme standards and fairness in assessment practices. The purpose of differentiated assessment is to ensure that all students are provided with equitable opportunities to demonstrate their understanding, skills, and progress.

Learner self-assessment

Learner self-assessment is interwoven throughout the daily teaching–learning process to actively engage students in reflection, ownership, and evaluation of their own learning.

Students are provided with regular opportunities to reflect on their progress across all subject areas, including the development of attributes expressed in the IB Learner Profile.

At regular intervals, learners are encouraged to review:

- their academic progress
- attainment of learning goals
- strengths and areas for improvement
- approaches to learning skills
- development of learner profile attributes

Learners are also regularly encouraged to reflect on their learning during classroom activities, assessments, project work, and after feedback sessions to strengthen their metacognitive and self-management skills.

This process supports students in becoming reflective, self-aware, and independent learners, in alignment with the philosophy of the IB.

Result Preparation Software:

Microweb solution software is used to compile and prepare the Result



Reporting to Parents:

Reporting on Assessments is done to Parents in following ways:

- **Student Led Orientation / Showcasing**

There is a formal student led orientation where students celebrate their learning with their parents. As these are student led, they provide an opportunity to assess how well the students can communicate their learning to others and these are also helpful in recognising student's development in relation to the international wing Learner's Profile.

- **Parent Teacher Meeting**

Parent- Teacher meeting is conducted at regular intervals where the progress of the child is shared with the parent. Based on recommendations from the subject teachers in consultation with parents, remedial are planned for improvement of students (wherever required).

Monthly Academic performance sheets

Teachers record the students' performance every month to apprise the Parents about their wards academic progress. Monthly Academic Performance is recorded in Academic Performance Sheet (Page No. A-21 of Students handbook & Year Planner).

Role of ICT in Assessments

Information and Communication Technology (ICT) plays an integral role in the teaching–learning process as well as in assessment practices. This approach enables students to demonstrate learning through diverse and meaningful formats while developing the technological competencies required for 21st-century learning.

Roles and Responsibilities of Various Stakeholders in Assessment

Assessment is a shared responsibility that involves **school leadership, teachers, students, and parents** working collaboratively to support student progress and achievement.



Roles and Responsibilities of Principal : The principal oversees the conduct of Examination, Evaluation, Result Processing as per respective Board Norms and ensure effective execution of Assessment Procedure aligned with School Assessment Policy

Roles and Responsibilities of Coordinators

The **Coordinator** plays a key role in ensuring the effective implementation and continuous review of assessment practices across the programme.

The responsibilities include:

- organising **periodic meetings** with Group Heads and teachers to review student performance and gather feedback.
- guiding teachers in collaboratively planning strategies and interventions to further improve student outcomes .
- meeting students regularly to **guide, counsel, and encourage them** towards improved performance in assessments.
- reviewing assessment results and leading collaborative discussions to plan **improvement strategies** .
- ensuring alignment of assessment practices with the curriculum and board requirement.

Roles and Responsibilities of Examination Head

The **Examination Head** is responsible for the planning, execution, and monitoring of all assessment procedures .The role includes:

- planning the annual assessment calendar and schedules.
- ensuring smooth execution of examinations and assessments.
- monitoring compliance with board-specific assessment norms and timelines.



- conducting **orientation sessions for various stakeholders** to explain the assessment framework, grading criteria, and board-specific requirements.
- coordinating with programme coordinators, teachers, and the University counselling department regarding result compilation and reporting.

Roles and Responsibilities of Teachers

Teachers play a central role in the assessment cycle.

Their responsibilities include:

- using a **variety of assessment strategies and tools** to assess students' learning and progress
- providing **timely, descriptive, and constructive feedback** on both the learning process and performance.
- informing parents regularly about their child's academic progress and developmental needs.
- reviewing and reflecting on assessment outcomes to inform future teaching and learning practices.
- designing differentiated assessments where required.
- supporting learner reflection and self-assessment.

Roles and Responsibilities of Parents

Parents are important partners in the assessment process.

Their responsibilities include:

- reviewing their child's learning progress and overall development
- actively participating in school-wide events such as:
 - Parent–Teacher Meetings (PTMs)
 - orientation programmes
 - student-led orientations



- supporting goal-setting and reflection based on formative assessment feedback
- acknowledging and celebrating student progress and achievements
- working collaboratively with the school to support learning goals

Roles and Responsibilities of Students

Students are active participants in the assessment process.

Their responsibilities include:

- demonstrating knowledge, conceptual understanding, and skills through assessments
- understanding and participating in the development of **success criteria and learning goals**
- sharing their learning with the wider school community.
- being **principled, reflective, and courageous** in self-assessing their own work as well as peer work.
- taking responsibility for their learning with the aim of achieving future academic and professional goals.
- acting with honesty and integrity in all assessment tasks.

Training & orientation of teachers

School has systems in place to orient & train (in-house and external) teachers for assessment procedures and criteria of different boards. There is a consistent hand-holding for successful implementation of assessments.

Teachers are enrolled for training whenever there is change in curriculum or examination pattern. During Inhouse Collaborative meetings teachers share their new leaning with their co-teachers for successful implementation and execution of new procedures.



Reflection by Teachers and Students on Assessment

Reflection is an integral part of the assessment cycle and is used to strengthen the teaching–learning process.

After each assessment:

- teachers discuss the marking scheme / model answers with students.
- evaluated answer scripts are shared with students.
- students are encouraged to review and correct their errors.
- teacher feedback is discussed to support improvement and conceptual clarity

Both teachers and students engage in post-assessment reflection to identify:

- strengths demonstrated
- areas requiring improvement
- misconceptions
- strategies for improved future performance

At the end of every term, a formal reflection record / reflection form is completed and submitted to the Examination Department as part of the school's official documentation and evidence of academic review.

This reflective practice supports continuous improvement in both instructional strategies and student learning outcomes.

Confidentiality

The school maintains strict confidentiality and integrity in all assessment processes.

- The Examination Head, in consultation with the Principal, appoints the question paper setter for summative assessments and pre-board examinations.



- Teachers are required to submit question papers within the prescribed timeline.
- A proper seating plan is prepared and implemented for all formal assessments and examinations.
- Detailed invigilation guidelines are shared with teachers and must be strictly followed during examination duty.
- In the event that a student is found using unfair means, the invigilator must immediately report the matter to the Coordinator through the Examination In-charge so that appropriate action may be taken in accordance with school policy.

These measures ensure fairness, confidentiality, and academic integrity in the conduct of assessments.

Collaborative Examination Planning

The CBSE Examination Department and the IIS World School Examination Department collaboratively plan the internal examination schedule.

An annual collaborative meeting is conducted in the presence of the Principal to ensure that assessments across all programmes and grades are effectively coordinated and the whole-school examination calendar is aligned.

This collaborative planning ensures:

- smooth scheduling across programmes
- avoidance of timetable clashes
- balanced distribution of assessments
- effective use of school resource

Linkage of Assessment Policy with Other School Policies

The Assessment Policy is closely aligned with and supported by other key school policies to ensure a coherent, consistent, and student-centred educational framework.



Academic Integrity Policy

While working on NECs ,formative assessments, summative assessments, and all IB Diploma requirements including the DP Core, students are expected to strictly adhere to the principles of academic honesty and authenticity as outlined in the School Academic Integrity Policy.

This includes:

- submission of original and authentic work
- proper acknowledgement of sources
- avoidance of plagiarism, collusion, and malpractice
- adherence to ethical research and referencing practices

All assessment tasks are therefore conducted in a manner that promotes honesty, responsibility, and principled learning.

Language Policy

The Assessment Policy is aligned with the School Language Policy to ensure that the language needs of all students are appropriately supported and strengthened through assessment practices.

Teachers use:

- appropriate subject-specific vocabulary
- board / programme-specific command terms
- clear assessment instructions and rubrics

This helps students develop the language competencies required to effectively access and respond to assessment tasks across subject areas.

Inclusion Policy

The Assessment Policy is also aligned with the School Inclusion Policy.

During assessments, all provisions, accommodations, and support measures outlined in the Inclusion Policy are implemented wherever required to ensure equity, accessibility, and fairness.



This may include:

- differentiated tasks
- additional time
- modified assessment formats
- scaffolding and support strategies
- access arrangements for identified learners

Such measures ensure that every student is provided with an equitable opportunity to demonstrate learning and achievement.

REVIEW OF ASSESSMENT POLICY

The Assessment Policy is reviewed annually between **December and March** to ensure that it remains aligned with the school's vision, curriculum requirements, and best assessment practices.

While the policy undergoes a formal annual review, any modifications required during the academic session may be incorporated as needed, with the approval and consent of the **Head of School, Principal, Academic Head, Programme Heads, and teachers.**

Committee Members:

- Mr. Amit Gupta- Chairperson
- Mr. Sumit Gupta- Co- Chairperson & Director
- Ms. Nidhi Mishra- Principal
- Ms. Nidhi Jodha -Sr. Vice Principal
- Ms. Mukta Khandelwal- Vice Principal and DPC
- Dr. Manish Kumar Sharma-Vice Principal
- Ms. Jyotsna Dhamechani-Exam Officer & IGCSE Coordinator(IIS World School)
- Dr. Sunita Chopra-Examination Head (IIS)
- Ms. Aditi Sharma, School Counselor
- Mr. Madhusudan Joshi- University Counsellor



Last reviewed and Revised : February 2026(Updated on May 2026)

Appendix -A
(FOR CPP 1 to CLSP 7)

Description of subject grades: The following Subject Grades indicate the degree of progress that child has made.

Subject Grade	Grade Description
OA-Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
HA-High Achievement	The student has a thorough knowledge and understanding of the content and very high level of competence in the processes and skills. In addition the student is able to apply this knowledge and these skills to most situations
SA-Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved adequate level of competence in the processes and skills
BA-Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved basic level of competence in the processes and skills



LA-Limited Achievement	The student has an elementary knowledge and understanding in few areas and has achieved very limited level of competence in the processes and skills.
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Effort Grade	Description
Excelling	the student is consistently and independently achieving above the standards expected at this time
Achieving	the student is achieving the standards expected at this time
Progressing	the student is progressing on the enhancement of knowledge and skills at this time
Developing	the student is still developing the knowledge and skills to achieve this task independently. He/ she is currently working below the standards expected at this time
Beginning	the student is beginning to develop the knowledge and skills to be able to achieve the task



IB Grade to Marks Scheme

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

Appendix B

Absenteeism during exams

At IIS we discourage absenteeism during Examination. Students are advised and encouraged to be present for all the Exams. However, we are considerate towards those who miss exams on genuine grounds or due to unavoidable circumstances.

School Assessment Policy for Absentees is as follows:

CBSE WING

Class I to VIII

- Every student has to appear for the Year End Exam (Annual Exam) to be declared promoted to the next higher class. For each & every absentee, the school arranges for a Re-Exam w.r.t Year End Exam.



- For Absentees of Periodic Tests, a Re-Exam is conducted. However, if a student remains absent for the Re-Exam too on special grounds e.g., prolonged illness (with a valid document submitted against the same), no further exam is conducted and their Year-end score/grade is awarded based on the Year End Exam & remaining exams.

Class IX & X

The school follows the CBSE guidelines and a Re-Exam is conducted for all Absentees of all Periodic Tests conducted throughout the year as per the CBSE Assessment Pattern / Structure.

For class IX absentees of the Year End Annual Exam also, a Re-Exam is conducted for promotion to class X.

For class 10 the Year End Exam is conducted by CBSE and absentees of Board Exam have to write the Compartmental Examination conducted by the Board to be declared Pass.

For class XI and XII (Periodic Assessments):

- The school has a no Re Exam Policy for the periodic assessments held during the session.
- However, for the session 2024-2025 one chance of Re-Exam will be given (keeping in view the pandemic situation) to the class XI absentees of the Year End Annual
- Exam the school holds a Re Exam (Compartmental Examination) for promotion to class XII
- For class XII, the school holds a Re Exam for absentees of Pre Board/Mock Examination. The Year End Exam for class XII is conducted by CBSE and absentees of this Exam have to write the Compartmental Examination conducted by the Board to be declared Pass.



"Policy on Absenteeism, Missed Assessments and Re-Examinations" -IIS WORLD SCHOOL

CPP 1 to 5:

For students absent during the **Weekly Assessments**, a **Re-Examination** is conducted after each assessment cycle.

In cases of prolonged absence, where a student is unable to appear for both the Weekly Assessment and the Re-Examination due to special circumstances such as **prolonged illness** (supported by valid documentary evidence), grades will be awarded based on performance in the **remaining weekly assessment cycles**.

CLSP 6 to 8, IGCSE Jr and IBDP Jr:

The school follows a **No Re-Examination Policy** for assessments conducted during the academic session. In case of valid reasons and approval by the school authorities Final Grades are calculated on the basis of other Assessments taken by student.

For students absent from the **Year-End Annual Examination** with a valid reason and supporting documentation, the school may conduct a **Re-Examination**

IGCSE Sr and IBDP Sr :

The school follows a **No Re-Examination Policy** for regular assessments.

However, a **Re-Examination is conducted only for students absent from the Pre-Board Examination**, subject to valid reasons and approval by the school authorities.



Absenteeism during the official **IGCSE and IBDP examinations** will be governed strictly in accordance with the policies and regulations laid down by Cambridge International Education and the International Baccalaureate Organization.

APPENDIX – C (Assessment Terminologies)

Unstructured Formative Assessment

Unstructured Formative Assessment includes a **variety of assessment methods and tools** aligned with the **learning objectives and competencies** of the subject.

These may include classroom observations, oral questioning, class discussions, projects, presentations, activities, practical tasks, quizzes, and other ongoing checks for understanding.

The methodology and tools used for such assessments are designed by the **subject teacher** and submitted to the **Examination Department** for record and reference.

Structured Formative Assessment

Structured Formative Assessment refers to a **formal written assessment** conducted in alignment with the **assessment objectives and criteria prescribed by Cambridge and the IBDP framework**.

The purpose of this assessment is to:

- identify learning gaps,
- monitor student progress, and
- provide timely feedback before the **Summative Assessment / Examination**.



NBA: Notebook Assessment

Homework is assigned by the teacher to strengthen **conceptual understanding, application, and practice skills**. The nature and frequency of homework may vary from subject to subject.

Parents have daily access to homework through the school's **mobile application** (IIS JAIPUR)

Notebook grading is conducted in each term based on the following parameters:

- **Regularity and Completion**
- **Quality and Content of Work**
- **Neatness and Presentation**



Appendix D

TENTATIVE DATES FOR EXAMINATION (2026-27)

Term-I					
Date	CLSP 6 to 8	IGCSE Jr	IGCSE Sr	IBDP Jr	IBDP Sr
Between 18 th April, 2026 and 8 th May, 2026	Class Test	--	--	--	--
Between 1 st May, 2026 and 20 th May, 2026	--	Class Test	Class Test	Class Test	Class Test
18 th July to 25 th July 2026	FA-I (Structured)	FA-I (Structured)	FA-I (Structured)	FA-I (Structured)	FA-I (Structured)
10 th Aug to 20 th Aug 2026	FA-II (Unstructured)	FA-II (Unstructured)	FA-II (Structured)	FA-II (Unstructured)	FA-II (Structured)
3 rd Sept to 19 th Sept 2026	SA-I	SA-I	Pre-Board Examination-I	SA-I (Structured)	SA-I
Term-II					
21 st November to 30 th November 2026	FA-III (Structured)	FA-III (Structured)	Mock Examination	FA-III (Structured)	Pre-Board Examination-I
1 st December to 18 th December 2026	--	--	Pre-Board Examination-II	--	--
Between 21 st December 2026 and 20 th January, 2027	FA-IV (Unstructured)	FA-IV (Unstructured)	Mock Examination	FA-IV (Unstructured)	Mock Examination
16 th February 2027 onwards	SA-II	SA-II	Board Examination	SA-II	Pre-Board Examination-II



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5) www.cie.org.uk

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