



School Assessment Policy

2021-22

INDIA INTERNATIONAL SCHOOL

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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:

Assessment policy sets the guidelines and expectations for assessment at our school for CBSE, Cambridge International and IBDP providing the answers of following to all stake holders.

- why we Assess ?
- what do we Assess ?
- how do we Assess ?
- how we report on our Assessments ?

Assessment Philosophy at IIS

Assessment is a tool designed to test how much learning has been acquired by the learner and to what extent can the learner analyse and apply the knowledge acquired further to an unfamiliar situation. It is also used to identify the areas in which further improvement is required, thus enhancing the teaching learning process. Moreover, Assessment facilitates a sense of ownership of one's learning and can lead to greater investment by the student. Assessment not only help students with deep understanding of concept learnt but also help in development of other skills thus lead to holistic development.

India International School strongly believes in holistic growth and overall development of the students. Our Evaluation system aims at making children capable of becoming responsible, productive and useful members of the society. It refers to a system that covers all aspects of student development. Assessment is done in the school continuously to monitor the academic growth and performance of the student.

At IIS, assessment is conducted with an aim to enhance the student's learning and involves a commitment by all stakeholders.



Assessment at IIS aims to:

- be Diagnostic, Valid and Reliable
- differentiated yet inclusive
- use wide range of tools
- Assess progress against learning objectives (and assessment criteria specific to each subject) and give feedback on students' learning.
- allow students to reflect
- analyze the results
- Identify / measure competencies developed through teaching learning process

Types of assessment-

Assessment is conducted (formally and informally) to evaluate the concept building and then accordingly appropriate diagnosis (remedial) is done. We always make an effort to conduct assessment which is authentic, reliable and informative in nature.

Students are regularly assessed and guided informally and formally through a variety of assessments and assessment tools .

Formative assessment(*Cambridge/ IBDP*)/ subject enrichment (*CBSE*)-

Formative Assessment/ Subject Enrichment including diagnostic testing, is a range of formal and informal **assessment** procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

At the end of a term/ year which are written exams as per board requirements



The Examination Policy-CBSE

KG-I & KG-II

For KG-I & KG-II promotion is granted on the basis of a continuous and comprehensive evaluation in class during the session.

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. **No marks are awarded, only grades are given.**

(a) ASSESSMENT AREAS

- **Scholastic Areas A** (Scholastic Subjects)
- **Scholastic Areas B** (Skills - Scholastic Subjects)
- **Co-Scholastic Areas** (Music, Dance and Games)
- **Personality Development** (Confidence, Courteousness, Care of Belongings, Neatness, Regularity & Punctuality, Initiative, Self-Control, Respect for Other's Property, Sharing & Caring)

(b) ASSESSMENT PATTERN

i. Scholastic Areas A

➤ For all subjects except General Awareness & Art Education:

- **First Term (50%)** : Periodic Test- 20% (Multiple forms of **Assessment**)
Half Yearly Exam-30% (Written Assessment)
- **Second Term (50%)** : Periodic Test -20% (Multiple forms of Assessment)
Annual Exam-30%(Written Assessment)

➤ For General Awareness & Art Education- Each term will comprise of:

- Internal Assessment 20%
- Term End Assessment 30%



ii. Scholastic Areas-B

Continuous Assessment as well as Term End Assessment of the following Skills

- Speaking Skills
- Reading Skills
- Handwriting Skills
- Language Skills
- Listening Skills
- Narrative Skills

iii. Co-Scholastic Areas

Continuous Assessment as well as Term End Assessment on a 3-point grading scale- A to C.

iv. Personality Development

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

(c) GRADE SCHEME

SCHOLASTIC AREAS-A (Grading on a 5 Point Scale)	
A+	90% and Above
A	75%-89%
B	56% -74%
C	35%-55%
D	Below 35%

SCHOLASTIC AREAS-B/CO-SCHOLASTIC AREAS/PERSONALITY DEVELOPMENT (Grading on a 3 Point Scale)	
A	Progressing Well
B	Progressing Satisfactorily
C	Experiencing Difficulty

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. **No marks are awarded, only grades are given.**

(a) ASSESSMENT AREAS

- **Scholastic Areas** (Scholastic Subjects)



- **Co-Scholastic Areas** (Music, Dance and Games)
- **Personality Development** (Confidence, Courteousness, Care of Belongings, Neatness, Regularity & Punctuality, Initiative, Self-Control, Respect for Other's Property, Sharing & Caring)

(b) ASSESSMENT PATTERN

i. Scholastic Areas

➤ **For all subjects except General Awareness & Art Education:**

- **First Term (50%) Assessment)** : Periodic Test- 20% (Multiple forms of Assessment)
Half Yearly Exam-30% (Written Assessment)
- **Second Term (50%)** : Periodic Test -20% (Multiple forms of Assessment)
Annual Exam-30% (Written Assessment)

➤ **For General Awareness & Art Education- Each term will comprise of:**

- Internal Assessment 20%
- Term End Assessment 30%

ii. Co-Scholastic Areas

Continuous Assessment as well as Term End Assessment on a 3-point grading scale- A to C.

iii. Personality Development

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



(c) GRADE SCHEME

SCHOLASTIC AREAS (Grading on a 5 Point Scale)	
A+	90% and Above
A	75%-89%
B	56% -74%
C	35%-55%
D	Below 35%

CO-SCHOLASTIC AREAS/PERSONALITY DEVELOPMENT (Grading on a 3 Point Scale)	
A	Progressing Well
B	Progressing Satisfactorily
C	Experiencing Difficulty

VI to VIII

(a) ASSESSMENT AREAS

- Scholastic Areas
- Co-Scholastic Activities
- Discipline

(b) ASSESSMENT PATTERN

i. Scholastic Areas (Both marks & grades are awarded)

- For all subjects except General Awareness, the scheme of assessment in each term will be as follows:

- **First Term (100%)** : Periodic Test- 20% (Multiple forms of Assessment)
Half Yearly Exam-80% (Written Assessment)
- **Second Term (100%)** : Periodic Test -20% (Multiple forms of Assessment)
Annual Examination-80%
(Written Assessment)

- For General Awareness each term will comprise of:



- Internal Assessment 40%
- Term End Examination 60%

ii. **Co-Scholastic Activities** (grading on a 3-point scale- A to C)

- Work Education
- Art Education (Visual & Performing Art)
- Health & Physical Education

iii. **Discipline**

Students will be assessed on a 3-point grading scale (A to C) for which the parameters are:

- Attendance
- Sincerity
- Behavior
- Values
- Tidiness
- Attitude towards society, nation & others
- Following rules & regulations



(c) GRADE SCHEME

Scholastic Areas (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	E (Needs Improvement)

Co-Scholastic Activities/Discipline (3 point scale)	
A	Outstanding
B	Very Good
C	Fair

IX to XII

Assessment Areas/Pattern & Grade Scheme

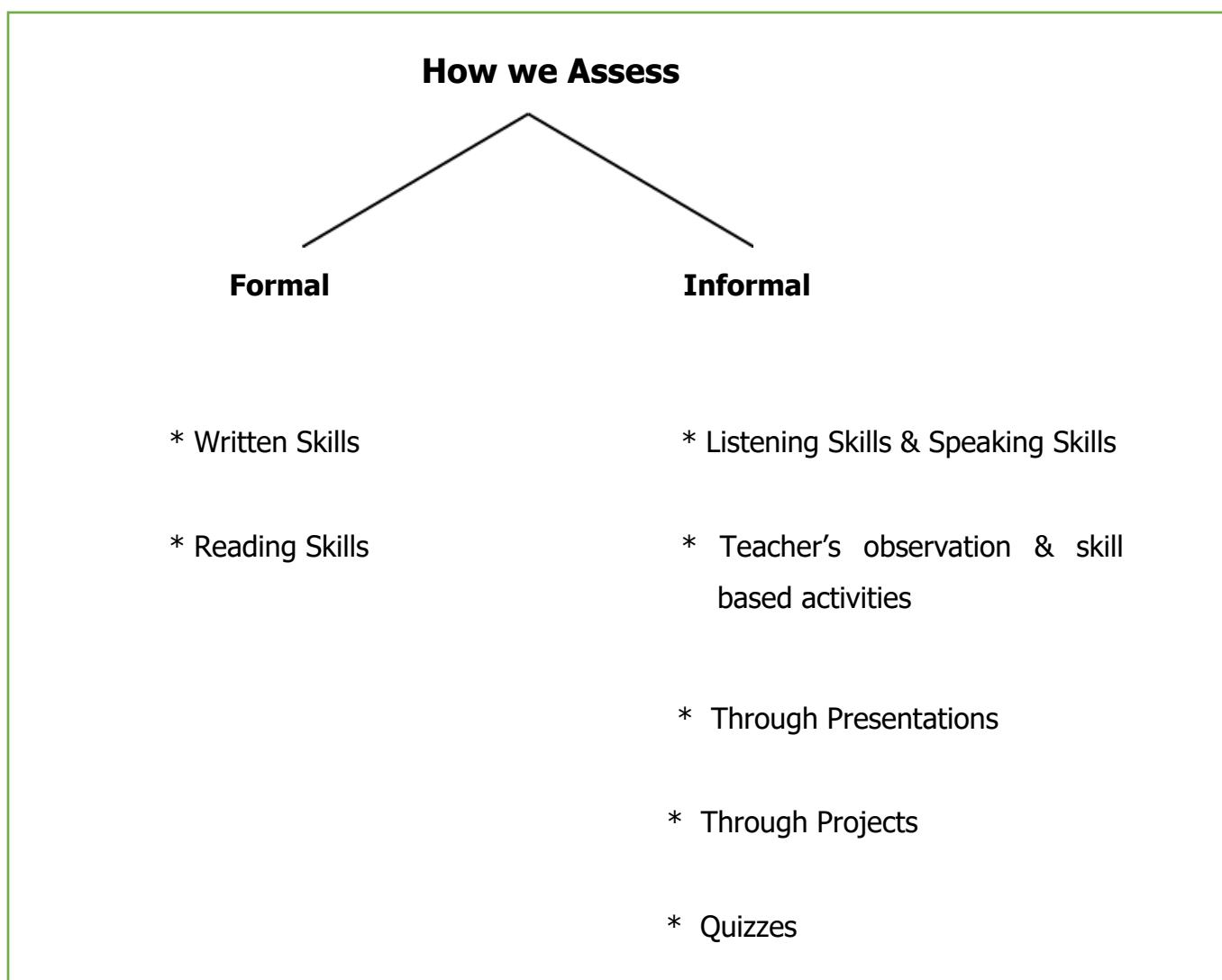
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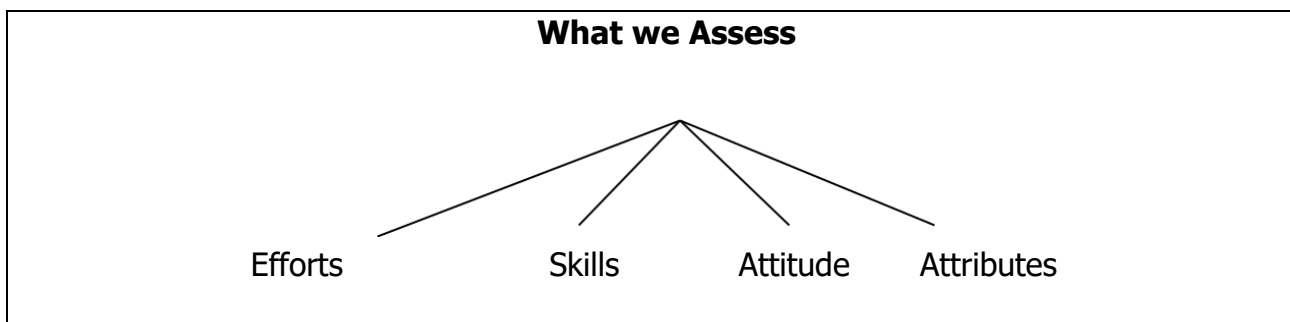
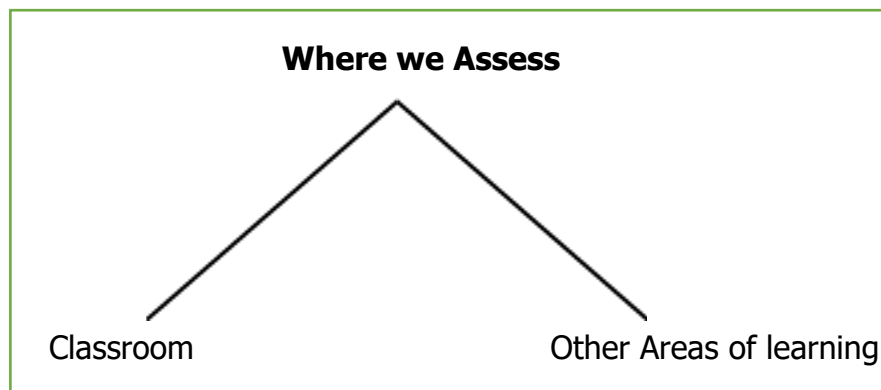
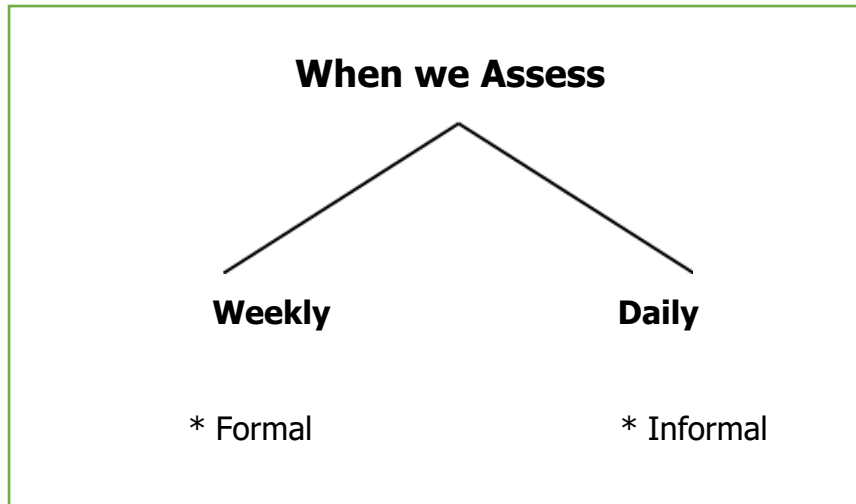


Assessment policy-International Wing

Cambridge Primary Programme (CPP)

Assessment is essential part of teaching and learning process. It provides the teacher with the information to make decisions about what and how the child is learning. The information in turn enables to identify the next steps in progressing the child's learning and adapt appropriate teaching strategies.







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-

- **Formal Weekly Assessment:** Weekly Assessment is pen paper Assessment conducted on every Saturday(Pandemic adaptation) as per pre-decided schedule for which syllabus is shared with students a week prior to Assessment.
- **Informal Class Tests:** Class tests are conducted using variety of Assessment tools to enhance subject specific skills.

Co-scholastic Assessment includes-

Assessment of learner's profile, Attitudes and Transdisciplinary Skills and other Co scholastic areas are based on observations which are -

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



Schedule of Scholastic assessments in CPP-

Subjects	Weekly Assessment (W.A)		Class Test (C.T)	
	No. of Assessment	Maximum Marks	No. of Assessment	Maximum Marks
Mathematics	03	20	02	10
World Science	03	20	02	10
Hindi	03	20	03	20
English	03	20	03	20
ICT	02	10	03	20

Grade calculation criteria-

Subjects	Assessments used for Grade calculations
Mathematics	Best Two Weekly Assessments + Two Class tests
World Science	Best Two Weekly Assessments + Two Class tests
<i>ICT</i>	Two Weekly Assessments + Best Two Class tests
Hindi	Average of Best Two Weekly assessment+ Three Class tests
English	Average of Best Two Weekly assessment+ Three Class tests



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 (<i>Outstanding Achievement</i>)	Excelling	95%-100%	90%-100%
HA (<i>High Achievement</i>)	Achieving	85%-95%	75%-90%
SA (<i>Sound Achievement</i>)	Progressing	75%-85%	60%-75%
BA (<i>Basic Achievement</i>)	Developing	65%-75%	40%-60%
LA (<i>Limited Achievement</i>)	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

It combines a world class curriculum, high quality support for teachers and integrated assessments.

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's profile, Attitudes, Transdisciplinary Skills and other co-scholastic areas are based on observations which are

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

Weightage of Scholastic assessment areas-

Term 1		Term 2	
EXAM	Weightage	EXAM	Weightage
FA 1 (Unstructured)	10%	FA 3 (Unstructured)	10%
FA 2 (Structured)	25 %	FA 4 (Structured)	25 %
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 subjects (Lower Boundary Included)
OA (<i>Outstanding Achievement</i>)	Excelling	90%-100%
HA (<i>High Achievement</i>)	Achieving	75%-90%
SA (<i>Sound Achievement</i>)	Progressing	60%-75%
BA (<i>Basic Achievement</i>)	Developing	40%-60%
LA (<i>Limited Achievement</i>)	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)

IGCSE is a two year programme offered for students age group of 14 to 16 years. It helps the learners to improve their performance by developing skills in creative thinking, enquiry and problem solving. To take account of differing abilities, there is a choice between Core and Extended papers in some IGCSE subjects. At IIS students are offered subject at Extended level, however the level of subject may be changed to CORE in case students is not able to cope up with extended level.

Subjects	Availability of grades
Art & Design	A* to G
Economics	A* to G
English-First Language	A* to G
English as a Second Language	A* to G
French- Foreign Language	A* to G
Hindi as a Second Language	A* to G
Information and Communication Technology	A* to G
Mathematics	Extended A* to E CORE C to G
Combined Science	Extended A* to G CORE C to G



Assessments -

A) In House Examination:

- Scholastic
- Co- scholastic (CAS, Reading Skills, Performing Arts, First Aid. Literary & Creative Skills, Attitude & Values, Digital Literacy)
- Assessment of learner's profile

B) Final Cambridge Examination:

School has a policy to stagger IGCSE board exams in different series dependent on the subject combination selected by the students. For March 2022 Exam series, the staggering has been done as following:

November Series: Art & Design

March Series: Hindi, English, Mathematics, Combined Science, ICT, Economics





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 learner's profile, attitudes and transdisciplinary Skills and other co-scholastic areas .

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 different In house exams-

For IGCSE Yr 1

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

For IGCSE Yr 2

Term 1		Term2
EXAM	Weightage	Term 2 will include series of Mock Exam and Pre-Board Examination 2.
FA 1 (unstructured)	10%	
FA 2 (Structured)	25 %	
N.B.A	5%	
Pre Board Examination 1	60%	

As a pandemic adaptation in lieu of N.B.A. Teachers monitor the task completed(Whether Home work or Classwork) by each student.

- After the completion of full course of IGCSE, Preboard Exams are conducted as per Cambridge Norms.
- Series of Mocks are conducted three months prior of the Board Exam Scheduled. 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 final board exam.



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)

Assessment policy is derived from the schools and the IB's assessment philosophy and principles, which is consistent with each other. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. Assessment of students' learning is based on objective and assessment criteria specific to each subject and uses diverse range of strategy to inform teaching practices and development of student's learning skill. IB expectations for schools regarding assessment are outlined below.

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities. The curriculum contains six subject groups together with the DP core: Creativity, Activity, Service (CAS); the Extended Essay (EE); and Theory of Knowledge (TOK).

Assessment Areas

A) In House Examination:

- **Scholastic**
- **Co- scholastic (Reading Skills, performing Arts, First Aid Literary & Creative Skills, Attitude & Values, Digital Literacy)**
- **Assessment of learner's profiles**

B) Final IBDP Board Examination:

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

During the period of 2 years, the students are expected to prepare for NECs(Non-Examination Components are internally supervised or guided and externally moderated/assessed) and examination component which is written test conducted by IB at the end of 2 year programme (which is assessed externally).



Award of the IB Diploma:

The IB diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the “core”, which is made up of Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE). Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. The overall maximum points from subject grades and TOK/EE is therefore 45 $((6 \times 7) + 3)$. The minimum threshold for completing the programme is 24 points, below which the diploma is not awarded. The additional requirements are the following:

- 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 (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).



- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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	
	D	2	1	0	0	
	E or N	Failing condition				

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.





Assessment Pattern of Inhouse Examination:

➤ Scholastic Assessment includes:

- Structured Formative Assessment
- Unstructured Formative Assessment

Unstructured Formative Assessment is based on following parameters using various Assessment tools

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

➤ **Co-scholastic Assessment and Assessment of learner's profile, Attitudes and Transdisciplinary Skills are based on Observations.**

Observations are made

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

For IBDP Yr 1

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

For IBDP Yr. 2

Term 1			Term2
EXAM	:	Weightage	Term 2 will include series of Mock Exam and Pre-Board Examinations.
FA 1 (Unstructured)	:	10%	
FA 2 (Structured)	:	25 %	
N.B.A	:	5%	
S.A 1	:	60%	

As a pandemic adaptation in lieu of N.B.A.

Primary → Teachers monitor the written practice / handwriting of each student

Senior → Teachers monitor the task completed(Whether Homework or Classwork) by each student

- After the completion of full course of IBDP, Preboard Exams are conducted as per IBDP Norms.
- Series of Mocks are conducted three months prior of the Board Exam Scheduled. 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 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 specific criteria of grading.

- C) Learner's Profile:** A to D grading scale is used.
A: Applies consistently, B: Practicing, C: Approaching, D: Needs Support



Inhouse Deadline Chart for NECs/IAs:

Internal Deadline chart is created collaboratively. All IB Teachers teaching the batch are asked to share proposed timeline for their students. The chart is merged and then it is identified & checked that all deadlines are properly staggered in 2 years, if required discussion is done & dates are adjusted. Finally, mutually Subject Teacher, DPC and Examination Head seal the Internal Deadline.

The following points are kept in mind w.r.t NEC (More details can be seen in Academic Integrity policy of school)

- NEC must be authentic and original work created by student. A declaration has to be given by student, parent and teacher as well.
- It is advisable to check the plagiarism through Turnitin.
- 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.

The subject teachers have periodic collaborative meetings with the Academic Head, Group Head, IBDP Coordinator and department teachers for better implementation of IBDP course.

The teachers are encouraged to share ideas with other teachers and observe each other's classes. Under induction policy the IB teachers have taken (01 each) a subject teacher from their respective departments whom they are training for IBDP course.





Characteristics of International Wing Assessment Policy

Monitoring of Student's Progress:

The target grades of the students are shared by the University Counsellor with the examination department. This is done after the Counsellor had met with the students and have understood their University admission requirements. Parents are also part of this process.

These grades are reviewed in the monthly collaborative meetings and individual student plans reworked if required. Regular Monitoring of student progress based on assessment data is done to determine whether students are performing at their expected levels /or need additional support with their learning.

Examination Department works in collaboration with university counsellor to facilitate the process of university admission after the completion of the course.

Differentiated Assessment:

To distinguish between Candidates demonstrating different level of competency differentiation in Assessment is planned. Differentiated assessment involves teachers making adjustments to and modifying assessment activities for individual students or a group of students after the approval of the same by DPC.



Learner self-assessment:

Learner self-assessment is interwoven throughout daily learning to engage learners in reflection and assessment on their own learning.

The learners are given time to reflect on the progress in all subject areas, including the attributes expressed in the Learner's Profile.

Time to time learners are given the opportunity to reflect on their learning using a variety of developmentally appropriate techniques. Learners are regularly encouraged to reflect on their learning at other times as well.

Result Preparation Software:

Microweb solution software is used to compile and prepare the Term End Result

Reporting on Assessments to Parents:

Reporting on Assessments is done to Parents in following ways:

- **Student Led Orientation**

There is a formal student led orientation after each term end Examination 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 and various other techniques are introduced for improvement of weaker students.

- **Monthly Academic performance sheets**

Monthly Academic Performance is recorded in file – Academic Performance Sheet. Teachers record the students’ performance (grading A-C) every month before the monthly meet, so that in case of any concern, Coordinator may discuss the same in meeting. Teachers also record the same grading in student’s diary, so that parent are aware of the child’s performance.

- **Feedback through Result Software**

After each Assessment feedback is shared with parents after each assessment through Software.

Role of ICT in Assessments

Teachers use ICT tools in the teaching and learning as well as assessment. Students use Google slide presentation, google docs, pad let, google sheets to present or research or reflect on the assessment tasks. Microsoft Teams software is used for conduction of online Examinations.



Role and responsibilities of the various stakeholders(International Wing)

IBDP Coordinator's Role in Assessments

DP coordinator organises periodic meeting with group heads and teachers to get the feedback on the student performance and guide them for plan so that student performance can be improved further

Meets students to guide, counsel and encourage them for better performance in assessment

reviews the result and plans strategy collaboratively for improving the performance of students

Responsibility of Exam Head:

Exam Head (under the guidance of DPC) plans, executes and monitors assessment procedures. Exam Head also conduct orientation sessions for various stakeholders to discuss the Assessment elements of respective boards.

Responsibility of the teachers:

- Inform the parents about their child's learning progress
- Use a variety of strategies and tools to record students' learning
- Give responsibility to the students in assessment tasks



- Give timely and descriptive feedback to the students on the process and performance of their learning



- Give evidence of student learning that can be understood by the parents
- Review and reflect on assessments to inform teaching and learning practices

Responsibility of the parents:

- see evidence of student learning and development
- actively participate in all school wide events like PTM, Orientation Programme etc.
- Goal setting, acknowledging the formative assessments etc to support and celebrate the student's learning.

Responsibility of the students:

- Demonstrate their knowledge, conceptual understanding and skills through assessments
- Know, understand and participate in constructing the success criteria for the assessments
- Share their learning with wider community
- Be principled and courageous to self-assess their own learning as well as their peers.
- Be responsible and learn with the aim to fulfil future professional goals.





Training & orientation of teachers

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

Teachers are encouraged to enroll themselves for online/offline training from Cambridge/IBDP/ CBSE as and whenever there is change in curriculum or examination pattern.

Opportunities for students to participate in Assessment Procedure

Students are allowed to propose date sheet of in-house Examination, which is reviewed by Examination Department and after necessary moderations date sheet is finalised.

Reflection by teachers and students on Assessment:

After each Assessment teachers discuss the model answers with students and share the evaluated answer scripts with students, where students correct their mistakes with green ink.

After every Assessment teacher and students both reflect to enhance the teaching learning process. Reflection form is submitted to Examination Department after every Term as a school Record.

Confidentiality:

1. Examination Head in consultation with Principal decides the question paper setter for Summative assessment and Pre-Board Examination.
2. Teachers are expected to submit the question papers directly to the Coordinator.



3. Proper seating plan is followed. Guidelines are shared with the teachers to be followed while on invigilation duty.

4. In case a student is found using unfair means, the invigilator is expected to inform the Coordinator via Examination In charge, so that proper action can be taken for the same.

Collaborative Examination Planning:

CBSE Examination department & International wing Examination Department plan the internal examination schedule together. Annual collaborative meeting is conducted in presence of the Principal, so that examination for whole school (CBSE+ Int. Wing) is scheduled together.

Pilot Project

1. Teachers are expected to conduct at least one component of Formative Assessment through onscreen exam.





Review of Policy

After understanding, analysing and comparing the expectations of CBSE/IB/ Cambridge with the existing assessment practice in the school, it was decided that it needs to be written collaboratively. The team consisting of following members was formed to create the policy.

Dr. Ashok Gupta - Director

Ms. Mala Agnihotri – Principal

Mr. M.L. Agarwal – Academic Advisor

Ms. Mukta Khandelwal- Diploma Programme Coordinator

Ms. Nidhi Mishra- Vice Principal & Examination (CBSE)

Ms. Jyotsna Dhamechani – Exam Head & IGCSE Coordinator

Ms Sarabjeet Kaur- CPP Coordinator

Ms. Prabhjeet Khanna – IT Head

Assessment policy is reviewed every year in between December to March. Although the policy is reviewed annually, but in case any modification is required in between the session, it is being done with the consent of Head of School, DPC and Teachers as well.



Appendix -A



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.



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



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

- 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.
- 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.

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 2021-22 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.

International Wing

CPP 1 to 5:

For Absentees of Weekly Assessment, a Re Exam is conducted after every cycle of Weekly Assessment. If student is absent for a long duration i.e. 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) the Grades are awarded on the basis of remaining weekly Assessment cycles.

CLSP 6 to 8, IGCSE Jr and IBDP Jr :

The school has a no Re Exam Policy for the Assessments held during the session. However, for the absentees of year end Annual Exam the school holds a Re Exam.

IGCSE Sr and IBDP Sr :

The school has a no Re Exam policy. However, the school holds Re Exam for absentees of Pre-Board Examination.

Absenteeism during IGCSE / IBDP Exams is subject to the policies set by the Cambridge /IBO.



Appendix -C

Assessment Terminologies:

Unstructured Formative Assessment:

Unstructured Formative Assessment uses variety of Assessment methods & tools connected to learning objective and competency. (The methodology of the same is submitted by subject teacher to the Examination Department.)

Structured Formative Assessment:

Structured Formative Assessment is written test conducted as per Assessment objectives of Cambridge/ IBDP to check the learning gaps before Summative Examination.

NBA: Notebook Assessment:

- Homework is given by the teacher to help students in developing conceptual understanding. It will vary from subject to subject. Students home work is either self-assessed / peer assessed / teacher assessed.
- Parents have access to Homework on daily basis through school's mobile app.

Grading of Notebooks is done in each Term on the basis of following parameters.

- Regularity & Completion
- Quality & Content of work
- Neatness





Appendix D

Tentative Schedule of Assessment

TENTATIVE DATES FOR EXAMINATION (2021-22)

	Term	CLSP 6	CLSP 7	CLSP 8	IGCSE Jr	IGCSE Sr	IBDP Jr	IBDP Sr
12 th July to 19 th July,2021	Term 1	F.A 2	F.A 2	F.A 2	F.A 2	F.A 2	F.A 2	F.A 2
20 th September to 5 th October,2021		S.A 1	S.A 1	S.A 1	S.A 1	Pre-Board Examination 1 / Board Examination (Art & Design)	S.A 1	S.A 1
23 rd November to 5 th December,2021	Term 2	F.A 4	F.A 4	F.A 4	F.A 4	Remedials & Mock	F.A 4	Pre Board Examination 1
06 th January to 11 th January,2022		-----	-----	-----	-----	Pre Board Examination 2	-----	Mock
21 st February ,2022 onwards		S.A 2	S.A 2	S.A 2	S.A 2	Board Examination	S.A 2	Pre Board Examination 2

- In Term 1 Learning objective Based two components of F.A 1 will be conducted in the months of May and August respectively.
- In Term 2 Learning objective Based two components of F.A 3 will be conducted in the months of November and January respectively.



Bibliography & Referencing:

1) Diploma Programme: From principles into practice

[Diploma Programme: From principles into practice \(For use from August 2015\) - Featured resources - Theory of knowledge \(first assessment 2022\) - DP resources - Home - IB programme resources \(ibo.org\)](#)

2) Assessment principles and practices—quality assessments in a digital age

[DP resources - Home - IB programme resources \(ibo.org\)](#)

3) Diploma Programme assessment Procedure

[DP resources - Home - IB programme resources \(ibo.org\)](#)

4) Guidelines for developing a school Assessment Policy

[Guidelines for developing a school assessment policy in the Diploma Programme - DP resources - Home - IB programme resources \(ibo.org\)](#)

5) www.cie.org.uk

6) Cbse.nic.in

Updated on March, 2021

