



JAYSHREE PERIWAL International School



(FORMERLY KNOWN AS STEP BY STEP INTERNATIONAL SCHOOL, JAIPUR)
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ALL SCHOOL ASSESSMENT POLICY

PHILOSOPHY

Assessment is the touchstone of the teaching-learning process of our School therefore linked to the learning objectives. We uphold that assessment should foster the inherent as well as the acquired skills of every learner; stimulate creative and critical thinking amongst them; encourage independent research, teamwork and simultaneously motivate the students to accomplish the measurable goals in their fascinating journey of education.

This policy is consciously framed and implemented in complete conjunction with the Mission Statement of JPIS, which in turn, is coordinated with the IB Mission and Philosophy. At JPIS:

1. We are cognizant of the need for catering to the differentiated learning styles and requirements of individual learners hence have employed a range of assessment strategies and methods in this regard.
2. We believe that assessment is done to encourage both the attitude and the aptitude of the students in order to prepare them as confident, knowledgeable and harmoniously adapted individuals of the world.
3. We believe that the objective of assessment is to help us plan and enhance the processes of student learning and not just focus on grades.
4. We believe that the assessment process not only evaluates the student but also the teacher, because it effectively highlights what the student has learned and what the teachers have taught.

Equipping teachers with the skills required for meeting their course goals is integral to enhancement of pedagogy and student learning. This is achieved through in-house training workshops and also IB hosted workshops for professional development. Apart from the workshops, the senior teachers take on the role of being mentors for new teachers and help them in gaining the proficiencies required to deliver their subject.

THE CONTINUOUS ASSESSMENT SYSTEM AND ITS OBJECTIVES

Continuous assessment is a classroom strategy implemented to ascertain the knowledge, understanding and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand and can do. These assessments are curriculum-based tasks previously taught in class.

Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which are ready to move onto more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement. At JPIS:

1. Diverse skills and abilities of students are manifested in various ways and will be assessed through comprehensive, differentiated, and regular assessments.
2. All students will manifest academic honesty in all their internal and external assessments.
3. Data compiled and analyzed after assessment will be an important feedback tool for teachers, students and parents.
4. Recording and reporting of assessment will inform the education process and remedial measures, if and when needed.
5. Continuous reviewing will help ascertain strengths and weaknesses of the students.

Criterion Referencing Assessment as per PYP/IGCSE/DP

Assessment goals are designed to fulfill the learning outcomes planned. Ongoing assessment around the year is incorporated continuously to guide the curriculum mapping in order to achieve the goals and objectives set earlier

Regular school assessment and reporting play a major role in the students' and parents' understanding of the objectives and assessment criteria for the students' preparation for final assessment and in the development of the curriculum according to the principles of the programme. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the specific assessment criteria.

Assessment activities are constructed to allow students the potential to achieve the highest levels available. The curriculum is designed in a manner that we have a range of assessment activities that enable the students to exploit their potential to the optimum. Teachers are advised and encouraged to use the entire range of assessment activities and pedagogical strategies..

Any kind of breach of Academic Honesty will result in consequences described in the JPIS Academic Honesty Policy.

FORMULATION & REVIEW OF THE ASSESSEMENT POLICY

To plan, coordinate and execute effective and life-long learning of our students, the assessment tools practiced at JPIS have been designed in conjunction with all the stakeholders. Feedback provided by the management, academic heads, teachers, students and parents, is incorporated during the annual review of the policy or if there is any change in the IB assessment procedures or as an when a need were to arise.

PROCEDURAL NATURE OF CONTINUOUS ASSESSMENT

Pre-Assessment

1. This occurs at the start of a teaching Unit/ Module, with the aim of checking the prior knowledge of the learners.
2. It is in the form of oral questioning, written exercises, group discussions, quizzes etc.
3. Pre assessment is an effective tool to modify the delivery of curriculum and lesson plans as well as design or redesign the formative and summative assessments.

Formative Assessment

We believe that formative assessment is a valuable tool used by teachers and students that provides feedback on the pedagogy and its impact on the students. It informs ongoing teaching and learning to improve students' performance. It is an important tool since this kind of assessment takes place during the teaching process and hence enables both teachers and students to make adjustments and improvements in the teaching and learning process. At JPIS:

1. Regular formative assessments are used as a lead up to summative assessments.
2. A range of formative assessments tools is employed such as: debate, quiz, group discussions, role plays, presentation, lab- work, observation, note taking, oral question- answer sessions,

worksheets, individual and group project work, assignments, peer evaluation and self- evaluation. The FA feedback is both formal and informal: given to the students in class and provided through regular Student Progress Report Cards.

3. Rubrics are used for grading, recording, and reporting the formative assessments. All educators within a department prepare these rubrics. In case of IBDP, the rubrics are converted to the 1-7 grade scale. The rubrics are provided to the students prior to the FA being conducted so that they can prepare and attempt the FA accordingly.

Summative Assessment

Prior to any formal summative assessment the students are made familiar with the assessment criterion and a review, if necessary, is done. The summative assessment is calendared. Both the formative and summative assessments form a part of the continuous assessment reporting at the end of each assessment period.

PYP- Recording Strategies

Observation	Performance	Process Focused
<ul style="list-style-type: none"> • Individual behaviour • Creative Writing • Study & listening skills • Elements of PYP exhibited in class • Students action and activities • Presentation 	<ul style="list-style-type: none"> • Role Play • Presentation • Demonstration of understanding • Response Challenge • Art Illustration • Research Work • Reading skills 	<ul style="list-style-type: none"> • Research done • Gathering Evidences • Learning logs from viewing and presenting • Project Work • Checklist & Descriptors • Reflection done • Collecting evidences from various contexts to show different skills
Open-Ended Task	Selected	Portfolios
<ul style="list-style-type: none"> • Respond to stimulus in such a form like writing, talking, drawing, skills, journal, poems, songs 	<ul style="list-style-type: none"> • Response to single and one dimensional exercise in the form of quiz, performance, oral presentation and spelling 	<ul style="list-style-type: none"> • Assessment of continuum of collection of students works to show their progress on time.

Assessment tools used in PYP

1. **Rubric**-These are the criteria for rating with descriptors. These can be developed by students as well as by teachers.
2. **Benchmark or Exemplars**- These are samples of student work that serve as concrete standard to assess the work of other children.
3. **Checklist**- This is the list of data, information attribute and elements that should be present.
4. **Anecdotal Records**- These are brief notes based on observation of students' indifferent situations.
5. **Continuums**- These reflect the developing stages of learning or achievement which is a process of learning.
6. **Rating Scale**- The work and progress of each child is rated and recorded in a grid.

Reporting in PYP

The progress report communicates the knowledge, understanding and capacity of the children. It points out their learning levels, areas of growth and involves students, teachers and parents. It reports clear, precise, honest and fair description of scholastic and co-scholastic abilities of the students. It is done by several ways and means-

1. **Written Report Cards**- They are given twice a year after each semester to inform about the child's progress with reference to the Learner Profiles. Teachers' comments and all essential elements of PYP are also included.
2. **Student Led Conferences**-The students show their learning by making portfolios, inquiry folders and evidences to their parents. This provides them ownership to share their strengths and even areas of improvement which are evident to the parents.
3. **Teacher- Parent Communication**- Goal setting takes place collaboratively where in the parents and teachers share their views and concerns to facilitate the holistic growth of the child. Also, teachers are apprised about the child's individual strengths and weaknesses to plan ahead.
4. **Teacher-Student Communication**- All teachers communicate frequently with the children to with the objective of multi-faceted skill enhancement.
5. **The Exhibition**- It is the final assessment of PYP where every student is required to demonstrate engagement with essential elements- knowledge, concept, skill, attitudes and action. Students are involved in collaborative trans-disciplinary inquiry that involves identifying, investigating and offering solutions to real- life issues or problems.

II. Middle School Assessment {Grades 6 to 8}

1. The summative assessments are conducted as per the fixed schedule while the formative assessment schedule is flexible.
2. Subject summative assessments are conducted weekly and semester exams are conducted twice a year for summative grading.
3. Report cards are given twice a year, detailing academic and co-curricular levels of achievement, progress made and scope for improvement.
4. Regular Teacher – Parent communication is maintained for fulfilling all-round progress of the students.
5. Teachers regularly counsel the students for their comprehensive progress and development.
6. There is emphasis on inquiry-based and experiential learning in all subjects.

Grade Descriptors-

<u>Mark Band</u>	<u>Grade</u>
90-100	A1
80-89	A2
70-79	B1
60-69	B2
50-59	C1
40-49	C2
Below- 40	D

Codes for Personal Engagement:

Excellent- {E} Good- {G} Satisfactory- {S} Improvement- {I}

III. IGCSE Grading Scale Grade boundary after the details

<u>Grade Criteria</u>	
Percentage	Grade
91 -100	A*
81 -90	A
71 -80	B
61 - 70	C
51 - 60	D
41 - 50	E
31 - 40	F
21 - 30	G
Below 20	NIL

Cambridge IGCSE ICE (International Certificate of Education)

Cambridge ICE is awarded to candidates who pass in at least seven Cambridge IGCSE subjects, including two from Group 1 and one from each of Groups 2 to 5. The seventh subject may be chosen from any of the syllabus groups.

Candidates who qualify for the Cambridge ICE award will be placed in one of three categories:

Distinction- Grade A or better, in five subjects and grade C or better in two subjects.

Merit- Grade C or better, in five subjects and grade F or better in two subjects.

Pass- Grade G or better in seven subjects.

Procedural Aspects of Assessments in IGCSE/DP

In accordance with the philosophy of allowing students to demonstrate their learning in a variety of ways, formative and summative assessments are used in a planned manner. The formative assessments are an assessment for learning and serve as a pathway to develop skills for summative assessments. There will be three to four formative assessments scheduled per semester per subject, to allow students to exhibit their proficiency in the subject, using a variety of tools.

Summative assessment is used to quantify and evaluate the level of assimilation of the curriculum.

1. It is the responsibility of the respective subject teachers to complete the predetermined curriculum on time and to ensure that a thorough revision is done before the summative assessments/ examinations are conducted.
2. The revision period should comprise of 7-10 teaching periods before the semester examinations. The purpose is to recapitulate the syllabus in a concise manner before the mandatory assessment.
3. All students are provided the date sheet and time table one month prior to the examination.
4. The teachers apprise all students about the rules and regulations of the examination and a copy of the same will be given to them. The summative assessments are criteria based and to ensure that all teachers teaching a subject apply the same understanding of the criteria/rubric, standardization of summative assessment scripts is done. The teachers will mark two scripts each and compare the marking to ensure uniform application of the marking criteria.
5. It is done through the weekly summative assessments and the two semester exams conducted in the months of November and March. The school follows a process to track and support the students through the SA process. The summative assessments and examination schedules are provided to the students at the commencement of every semester and are conducted as per the schedule unless there is any unforeseen occurrence. Any change in schedule is notified to the students and parents through a circular. The performance of the students in the weekly summative assessments is maintained by subject teachers and reviewed by IGCSE Coordinator, DPC and HOS. The performance in these summative assessments is reflected in the Student Progress Report Cards.
6. The students of Grade-10 IGCSE and Grade-12 IBDP appear for their respective pre-board exams in preparation for their main Board Exams.
7. The comprehensive continuous evaluation system is reflected in the Report Cards of each semester's performance and is provided to the parents during the Parent-Teacher meetings, wherein the strengths, limitations and strategies for improvement of the students are discussed at length by all subject teachers, class teachers, and Curriculum Heads.

Assignment Policy for Grades 6-12

1. Students are given assignments depending on their time- table and work schedule and a sufficient amount of time to complete it.
2. On weekends, home assignments are given which should be submitted on the following Monday.
3. Homework is a criterion for FA and is graded as per a pre-decided common rubric. The subject teachers counsel students and ensure that all assignments are completed satisfactorily. Designated staff members stamp all the written work for each unit and maintain records. Students who fail to complete their homework are given three warnings after which they are detained in school and their parents are informed about their irregularity and inconsistency in work.
4. Teachers ensure that all written work and projects are the original work of the students and not copied from any source. Students are trained to use MLA or APA citation for every project.

Supporting Assessment: Expectations from the students

The teachers expect the students to:

1. Reach the class in time, with all material required for the lesson.
2. Share ideas and thoughts and respect the ideas and thoughts of others.
3. Submit all work as per the deadlines without any plagiarism.
4. Do the work in a neat and organized manner.

Supporting Assessment: Expectations from teachers

The students can expect the teachers to:

1. Lucidly outline the requirements for each assessment activity and familiarize students with criterion/rubrics.
2. Give sufficient time for completion of each assessment activity.
3. Provide guidance to students on where and how to access relevant material that will facilitate successful completion of the task.
4. Closely monitor the work of the students during the process of assessment.

5. Upload the homework, summative assessment schedules, worksheets and feedback on the Google group, created and maintained for the students of his/her class.
6. Assess all work in accordance with the rubrics and give adequate feedback.

Supporting Assessment: Expectations from parents

1. The parents are expected to attend the counseling session for academic honesty as well as assessment requirements.
2. Parents should support the child in the successful completion of their assessments but at the same time ensure that the child works independently.
3. Parents should be cognizant of the Academic Honesty Policy as well as the Internal Assessment & Examination schedule of the students.

Assessment for students with inclusive education needs:

JPIS aims to make education **accessible** to all students to provide **equal opportunities of learning**. In its effort to have a **least restrictive environment**, parents are expected to provide all the assessment reports, psycho-educational testing report and other appropriate supporting documents to best address the needs of students to be engaged in learning.

Services provided:

1. The school provides environmental accommodations to physically challenged students and makes reasonable adjustments like easy accessibility, reader, separate class-room setting, assistance with reading and writing if needed.
2. An extension of time allowance (10%, 25% and 50%) is available depending on the need of the individual student.
3. Differentiated assignments, simplified instructions, highlighted texts and project assignments are given by teachers.
4. Temporary disability in case of emergencies like broken arm or high fever will be addressed at the day of the examination where examiner will use their discretion to grant arrangements.
5. Inclusive/remedial assessment will be recorded on the basis of essential skill development.

Internal and External Assessment in the IBDP Curriculum

1. All IBDP teachers are expected to undertake internal as well as external assessment responsibilities which involve assessing the students' internal assessments and guiding them for their external assessments which are marked by IB examiners.
2. The assessment criteria and grade boundaries for each subject are made available to the students to familiarize and prepare them. All subject teachers provide the grade descriptors and grading process during the commencement of the Diploma Programme and these are also stated in the Report Cards.
3. All summative- internal and external assessments are marked according to the grade descriptors and grade boundaries published by the IB.
4. Every assessment-formative or summative- must incorporate citations in MLA/APA format.
5. The draft of every internal assessment will be put through 'Turnitin' software in order to curb plagiarism or duplication. The students hand over their assignments to the subject teachers who, in turn, give it to the Academic Honesty Director. Any unacknowledged/plagiarized work is not accepted and the student has to cite every reference and redo the work originally.

Academic Honesty

1. Academic Honesty is imbibed by all students as reflected in the very ethos of the School. Students learn about citation at the PYP level itself when they start making projects and maintaining their portfolios. This continues in all grades with all teachers insisting on citations and acknowledgements in all assignments and projects. Regular orientation sessions on Academic Honesty are conducted for the IB students and they are explained the drastic consequences of plagiarism, collusion and duplication.
2. As a method to promote academic honesty, there will be criteria for presentation in all research-based assignments/presentations. Students who acknowledge and cite all their sources will be awarded full marks for this criterion. This is mentioned in the guidelines/rubrics and is recorded in the Report Cards.
3. The Academic Honesty Policy (AHP) governs all forms of assessment submitted for evaluation or grading at JPIS. Details regarding the consequences for contravening the AHP can be found in the policy document.

Assessment – Recording and Reporting

1. At the end of each semester, report cards are issued to the parents.
2. The mock/pre board of IBDP Year 2 students are also assessed and reported to the parents.
3. Each component is evaluated strictly in adherence with the assessment criteria which are created by the subject teachers in accordance with the IB criteria. The same are explained and provided to students.
4. The students and parents are given a comprehensive feedback about the level of achievement as per each grade descriptor, in academics, and co-scholastic pursuits.
5. In case the subject teachers find that a particular student requires more reinforcement of learning at home or if any aspect of academics needs to be addressed, the teachers write it in the School Diary as a note for the parents/guardians and even call the parents to School to discuss the same. The teachers maintain their respective performance records in soft copy/hard copy. Emails are sent to parents to provide them feedback about their child as and when required.
6. IBDP Grade Boundaries: The grades are provided for the semester exams based on the IB guidelines and grade boundaries. These are sourced from the IB grade descriptors and subject guides. These are revised whenever done so by the IB in different subjects.

Internal Assessment Responsibilities of Teachers

1. Teachers teaching the IBDP must follow the instruction given by the DPC.
2. Teachers must give copies of IA procedures to all students and guide them about the rubrics and requirements of the IAs.
3. Teachers must show exemplars of IAs to ensure complete understanding.
4. The teacher is expected to remind the students of approaching deadlines and in case of negligence shown by any student, the teachers must meet the parents along with the DPC. The students must be detained in school to complete the assignment.
5. Teachers must enforce internal deadlines and inform DPC in case of any non-compliance by the students. Electronic copies of all internal assessments and externally assessed components are to be submitted to the IBDP coordinator after careful scrutiny.

Predicted Grade Policy

1. The Predicted Grades (PG) are awarded by the teachers on the bases of summative and formative assessment and class performance.
2. The teachers are asked to award predicted grades thrice so that they are able to assess

students and also obtain accuracy in the process. They award predicted grades for each student for the final semester exam of Year 1 (February) which introduces the students and parents to the concept of PG.

3. Teachers again predict grades after the first term exams of Year 2 (September), which can be used to inform the award of PG to colleges as part of the application process. The PGs are again awarded in February of Year 2 which is entered on the IBIS as the final PG.
4. PG is awarded thrice so that the student and parents understand the system of PG which enables them to evaluate performance and academic requirements before the final PG is awarded.

Reporting for CAS/TOK/EE for IBDP students

The CAS Coordinator provides the CAS feedback for the first three semesters to the parents in the form of remarks. This feedback based on the learning outcomes and the performance of the student in the individual and collective CAS projects. The progress in TOK and EE is recorded in the Student Progress Report Card in the form of grade range of A-E.

The CAS advisors and supervisors meet the students regularly to help them in planning and implementing a balanced CAS program. This is recorded in their attendance and anecdotal records. Supervision of the **Extended Essay** is done through the proposal form and the progress form available in the EE guide of the students.

Non-submission of Internally and Externally assessed components of IBDP.

1. Prior to the approach of internal deadlines, in the event of a student procrastinating in his work, the subject teachers must warn him of the severe consequences of non-submission.
2. In case the student still does not submit and the deadlines are approaching, the DPC and the parents are informed, personally and in writing.
3. In the event of non-submission even after the internal deadline has passed, the DPC will be informed and remedial/ punitive action will be taken. However, the DPC may review the policy in exceptional cases like illness or an emergency.
4. All teachers are provided a copy of the AHP and it is discussed in the IB collaborative meetings as well as in the departmental meetings. If the supervisor or the teacher suspects academic misconduct, they will not authenticate the work of the student and inform the matter to the DPC, who will take appropriate action as per the guidelines of the AHP.

Bibliography:

1. www.ibo.org
2. www.cie.org.uk
3. *General regulations: Diploma Programme*
4. *The Diploma Programme From Principles into practices*
5. *Guidelines for developing a school Assessment Policy in the Diploma Programme*
6. *Making PYP Happen*

MILESTONES-ACADEMIC YEAR 2015-16		
YEAR 1		
DATE	DAY	MONTH
JULY		
13	Monday	INDUCTION OF PARENTS TO IBDP, CAS, TOK, EE, ACADEMIC HONESTY AND SUBJECT FINALIZATION AND SUBMISSION OF SUBJECT FORMS
AUGUST		
14	Friday	DETAILED INTRODUCTION TO CAS TOK AND EE
17	Monday	VA-TOPIC SELECTION FOR COMPARATIVE STUDY
26	Wednesday	VA-RESOURCE DISCUSSION FOR COMPARATIVE STUDY
SEPTEMBER		
4	Friday	VA-RQ FINALISATION FOR COMPARATIVE STUDY
9	Wednesday	ECONOMICS- ORIENTATION TO IA AND PRACTICE COMMENTARY -
11-23	Friday- Wednesday	FIRST TERM EXAMS
OCTOBER		
Sep-15	Friday- Thursday	FORMAL CAS INTERVIEW- FIRST
21	Wednesday	CAS PROPOSAL FORM SUBMISSION
23 - 28	Friday - Wednesday	LANGUAGE B IOP -DEBATE/SPEECH
DECEMBER		
10-20		ENGLISH A: IOP
16 - 23	Wednesday- Wednesday	LANGUAGE B IOP - ENACTMENT
JANUARY		
25	Monday	EXTENDED ESSAY INTRODUCTION BY THE DPC
27 - 29	Wednesday- Friday	ORIENTATION OF INTERNAL ASSESSMENT BM, PSYCHOLOGY, HISTORY , GP
FEBRUARY		
2 - 5	Tuesday - Friday	BM IA- TOPIC SELECTION
MARCH		
3	Thursday	EXTENDED ESSAY-SUBJECT SELECTION AND ASSIGNING OF SUPERVISORS BY EEC
4	Friday	VA 3-5 STUDIO WORKS
7	Monday	FINAL TERM EXAMS

MILESTONES-ACADEMIC YEAR 2016-17

Year 2

APRIL

11	Monday	CS- ORIENTATION TO IA
14	Thursday	PSYCHOLOGY IA -RESEARCH TOPIC SELECTION
20	Wednesday	GP AND HISTORY IA- TOPIC FINALISATION
21-25	Thursday- Monday	FORMAL CAS INTERVIEW- SECOND
21	Thursday	BM INTERNAL ASSESSMENT- RESEARCH PROPOSAL. SUBMISSION
28	Thursday	ECONOMICS COMMENTARY 1 - 1ST DRAFT SUBMISSION.
29	Friday	EXTENDED ESSAY TOPIC FINALISATION WITH SUPERVISORS

MAY

2	Monday	CS SUBMISSION OF IA RESEARCH PROPOSAL AND PROTOTYPE DESIGN
13	Friday	ECONOMICS COMMENTARY 1- FINAL SUBMISSION
16	Monday	GP/ HISTORY IA-RQ FINALISATION
18	Wednesday	PSYCHOLOGY IA-RQ FINALISATION
16-20	Thursday	LANGUAGE B IOP -Listening
20	Friday	ENGLISH A: LIT WRITTEN ASSIGNMENT -FIRST DRAFT

JUNE

SUMMER VACATION. GP ENGAGEMENT TIME

JULY

15-20	Friday- Wednesday	LANGUAGE B AND AB INITIO - WRITTEN ASSIGNMENT FIRST DRAFT
18	Monday	CHEMISTRY INDIVIDUAL INVESTIGATION- TOPIC SELECTION
20	Wednesday	BIOLOGY/ESS INDIVIDUAL INVESTIGATION- TOPIC SELECTION
25	Monday	PHYSICS INDIVIDUAL INVESTIGATION- TOPIC SELECTION

AUGUST

1	Monday	GP AND HISTORY IA -FIRST DRAFT SUBMISSION
19	Friday	LANGUAGE B AND AB INITIO - FINAL WRITTEN ASSIGNMENT
3 - 17	Wednesday -Wednesday	TOK - PRESENTATION RECORDING
30	Tuesday	VA COMPARATIVE STUDY-SUBMISSION OF FIRST DRAFT
31	Wednesday	GP AND HISTORY IA -FINAL SUBMISSION

SEPTEMBER

2	Friday	ENGLISH A: LIT WRITTEN ASSIGNMENT -FINAL SUBMISSION
8	Thursday	TOK -TOPICS SELECTION FOR ESSAY WITH TOK COORDINATOR AND SUPERVISERS
9	Friday	BM IA - FIRST DRAFT SUBMISSION,
15 Sept to 10 Oct	Thursday - Monday	ENG A: LIT FINAL IOC RECORDING
15	Thursday	GP PRESENTATION 1
28	Wednesday	VA- COMPARATIVE STUDY FINAL SUBMISSION
29	Thursday	ECONOMICS COMMENTARY 2 - 1ST DRAFT.
30	Friday	PSYCHOLOGY IA-FIRST DRAFT SUBMISSION

OCTOBER		
3-10	Monday- Monday	ENGLISH A: LIT IOC FINAL RECORDING -
3-24	Wednesday	LANGUAGE B -IOA FINAL RECORDING
17	Monday	BM IA -FINAL SUBMISSION
18	Tuesday	PREDICTED GRADES SUBMITTED
20-25	Thursday- Tuesday	GP FINAL PRESENTATION 2
24	Monday	ECONOMICS COMMENTARY 2 - FINAL SUBMISSION
25	Tuesday	PSYCHOLOGY- IA FINAL PROJECT SUBMISSION
NOVEMBER		
7-21	Monday - Monday	TERM 1 EXAMS
23	Wednesday	MATH EXPLORATION/ PROJECT INTRODUCTION AND ORIENTATION
30	Wednesday	TOK FIRST DRAFT SUBMISSION
DECEMBER		
1	Thursday	CS IA- FIRST DRAFT SUBMISSION
11-23	Monday - Friday	GROUP 4 PROJECT
12	Monday	EXTENDED ESSAY FIRST DRAFT SUBMISSION
15-20	Thursday- Tuesday	CAS- FINAL SUBMISSION WITH LEARNING OUTCOMES CHECKLIST
16	Friday	TOK ESSAY -FINAL SUBMISSION
22	Thursday	ECONOMICS COMMENTARY 3- FIRST DRAFT SUBMISSION
19	Monday	BIOLOGY/ESS INDIVIDUAL INVESTIGATION- FIRST DRAFT SUBMISSION
20	Tuesday	PHYSICS INDIVIDUAL INVESTIGATION- FIRST DRAFT SUBMISSION
23	Friday	CHEMISTRYINDIVIDUAL INVESTIGATION FIRST DRAFT SUBMISSION
JANUARY		
16-20	Monday - Friday	LANGUAGE AB INITIO -FINAL RECORDING
19	Thursday	VA - SUBMISSION OF 5-11 STUDIO WORKS
20	Friday	CS IA - FINAL PROJECT SUBMISSION
23	Monday	MATH EXPLORATION/PROJECT - FIRST DRAFT SUBMISSION
30	Monday	ECONOMICS - COMMENTARY 3 FINAL SUBMISSION
31	Tuesday	EXTENDED ESSAY- FINAL SUBMISSION
FEBRUARY		
15-28	Wednesday- Tuesday	CAS- FINAL INTERVIEW AND FOLDER SUBMISSION
13	Monday	VA- FINAL PORTFOLIO SUBMISSION
15	Wednesday	ECONOMICS FULL PORTFOLIO SUBMISSION
16	Thursday	PHYSICS INDIVIDUAL INVESTIGATION- FINAL SUBMISSION
20	Monday	MATH EXPLORATION/PROJECT FINAL SUBMISSION
21	Tuesday	CHEMISTRYINDIVIDUAL INVESTIGATION- FINAL SUBMISSION
22-23	Wednesday- Thursday	VA- EXHIBITION OF STUDIO WORKS
24	Friday	BIOLOGY/ESS INDIVIDUAL INVESTIGATION- FINAL SUBMISSION

MARCH		
3-24		MOCK EXAMS
MAY		
Feb-20	Monday - Wednesday	IBDP FINAL EXAMS