



Jayshree Periwal International School

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All School Assessment Policy 2020-21

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Steering Committee Members:

The Assessment Policy steering committee at JPIS comprises of

- Head of School
- Senior leadership Team
- Teachers representative -one per section (primary / middle / secondary)
- Parent representatives
- Student representatives.

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School Vision

JPIS aims to be a leading institution in international education focusing both on conceptual and contextual learning. We will provide avenues for academic and holistic development and create globally responsible citizens who confront challenges without the fear of failure. We aspire to have experienced and exceptional faculty who believe in constant upskilling and professional development. We will carve a community that thrives on teamwork and individual excellence.

School Mission

It is our school's mission to ensure holistic learning is imparted. Students leave school as peace-loving lifelong self-learners who value honesty, integrity, loyalty, compassion, and prudence. Develop sensitivity and respect for all people and cultures. Cultivate entrepreneurial and social skills.

Philosophy

Assessment is the touchstone of the teaching--learning process of our school and 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 measurable goals in their fascinating education journey.

This policy is consciously framed and implemented in complete conjunction with the Mission Statement of JPIS, which in turn, is coordinated with the **DP Assessment Principles and Practises.**

At JPIS:

1. Assessment is an integral part of planning and informing teaching and learning.
2. It factors the four dimensions of assessment : monitoring, documenting, measuring and reporting on learning
3. 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 tools in this regard.
4. 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.
5. We believe that the objective of assessment is to help us plan and enhance the process of student learning and not just focus on grades.
6. 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.
7. Equipping teachers with the skills required for meeting their course goals is integral to enhancement of pedagogy and student learning. This is achieved through IB hosted workshops for professional development as well as continual in-house training workshops. 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 ongoing assessment system and its objectives

Ongoing 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.

Ongoing assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback and feed-forward 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 are assessed through comprehensive, differentiated, and regular assessments.
2. All students 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.

Connection to IB Standards and Practices

The assessment policy has been formulated keeping in mind the following S and P:

Standard B1: The school develops and implements an assessment policy that is consistent with IB expectations. (PYP B1.5 b, DP B1.5 d)

Standard C1: Collaborative planning and reflection is informed by assessment of student work and learning.

Standard C2: The written curriculum builds on students' previous learning experiences (C2.3). The written curriculum integrates the policies developed by the school to support the programmes (C2.10)

Standard C4: Assessment at the school reflects the IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Role of Assessments

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 and feed-forward 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 tools and strategies that enable the students to exploit their potential to the optimum. Teachers are advised and encouraged to use the entire range of assessment tools and strategies.

In IB Diploma Programme assessment is criterion-related, rather than measured against the performance of other exam takers. Student performance is measured, using a variety of different methods, against the characteristics of the work expected of each grade level (i.e. grade descriptors), reflecting the aims and objectives of each subject. (taken from International Baccalaureate Diploma Programme A guide to assessment)

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

PYP Assessment

Procedural nature of assessments

Pre--Assessment

1. This occurs at the start of a teaching Unit/ Module, with the aim of checking the prior knowledge of the learners and also to inform future teaching and learning.
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 ongoing and end of unit assessments.
3. It helps cater to individual and group needs

Ongoing Assessment

We believe that ongoing assessment is a valuable tool used by teachers and students that provides feedback and feed-forward on the next steps in learning. 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. Assessment is both 'Backward by Design' (by first identifying the desired knowledge, conceptual understandings and skills, followed by the design of the assessment) and 'Forward by Design' (to support the development of approaches to learning and the learner profile as well as encourage student participation in assessment design, inviting them to evidence what else they know or can do).
2. For assessing the students a wide range of learning engagements are employed such as: debate, quiz, group discussions, role plays, presentation, lab--work, observation, note taking, socratic seminars, individual and group project work, assignments, etc.
3. The ongoing feedback and feedforward are both formal and informal: given to the students in class and provided through regular Student Progress Report Cards. Additionally, ample opportunities for self-reflection on their learning is encouraged.
4. A range of tools like rubrics, checklists, continuums, anecdotes etc. are used for grading, recording, and reporting the assessments. The rubrics are provided to the students prior to the assessment being conducted so that they can prepare and attempt the assessment accordingly.
5. The assessment criteria are drawn up collaboratively including educators, students and at times parents.
6. The students are given a voice and choice in the assessment process in order to foster ownership in assessments. The assessment criteria is shared prior to the assessment.
7. Learner Agency in Assessment is further enhanced through self and peer evaluation.

What do we assess?

Knowledge - of what students already know, what they want to know and emergent knowledge. It involves significant content as identified in the school curriculum.

Conceptual Understanding - how concepts are recalled, explained, applied and transferred through a range of learning experiences through strategies such as increased wait time, concept map, bus stop activity, think-pair-share strategy, exit

cards and open ended questions.

Development of Skills -Skills are monitored and documented for growth over time as they manifest at different points in time and in different ways. They are closely interconnected to conceptual understanding and are open to interpretation. It reflects what students can do at different stages of the learning process.

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
Respond to stimulus in such a form like writing, talking, drawing, skills, journal, poems, songs	Response to single and one dimensional exercise in the form of quiz, performance, oral presentation and spelling	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 standards to assess the work of other children.
3. **Checklist-** This is the list of data, information attributes 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, conceptual understanding and skill development of the children. It points out their levels of understanding, areas of growth. Reporting provides precise descriptions of scholastic and co-scholastic abilities of students in a variety of ways.

1. **Written Report Cards----** They are given twice a year after each semester to inform about the child's progress with reference to knowledge, conceptual understanding and skill development.
2. **Student Led Conferences-** The students share the continuum of their learning journey with their parents through their portfolio by choosing what they want to share, verbalize how they want to share thus taking ownership of their individual learning. This allows them to develop insight to identify their strengths and areas of improvement thus setting a roadmap for ongoing learning.
3. **Teacher--Parent Communication--** Parents and teachers share their views and concerns to facilitate the holistic growth of the child.
4. **Teacher - Parent - Student Conference -** A three way conference between parents, student and teacher to review current status and agree upon future goals.
5. **Teacher--Student Communication----** All teachers communicate regularly giving them specific and individualized feedback and feed forward both formally and informally for skill enhancement and to support student learning.
6. **The Exhibition--** It provides an authentic context for students and the

community to reflect on and evaluate their PYP education. Students are involved in a self-initiated independent trans disciplinary inquiry that involves identifying, investigating and offering solutions to globally significant issues. It provides an authentic process for students to monitor, document and present their learning, as an opportunity to engage with the broader learning community and celebrate their achievements.

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 term 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}**

Assignment Policy for Middle School

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.

Assessment- Senior School

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- IGCSE

IGCSE Grading Scale

<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

In accordance with the philosophy of allowing students to demonstrate their learning

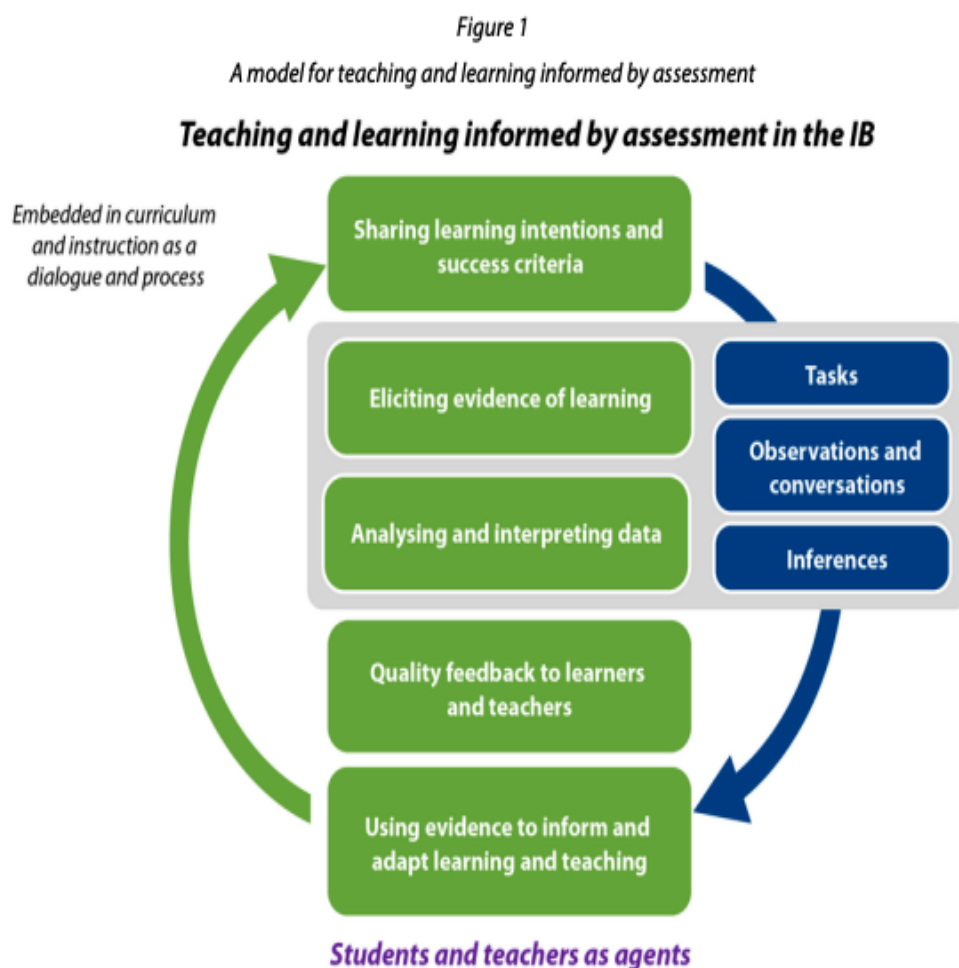
in a variety of ways, formative and summative assessments are used in a planned manner. The formative assessments are an assessment for learning and serve as a pathway to develop skills for summative assessments. There will be three to four formative assessments scheduled per semester per subject, to 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 summative assessment.
3. 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.
4. It is done through the weekly summative assessments and the two semester exams at the end of each term. 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 and HOS. The performance in these summative assessments is reflected in the Student Progress Report Cards.
5. The students of Grade 10 IGCSE appear for respective pre-board exams in preparation for their main Board Exams.
6. 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.

Assessments- DP

Our guiding principle is that assessment should foster the inherent as well as the acquired skills of every learner; stimulate creative and critical thinking amongst them. To this end we offer the full Diploma to all students and encourage and support them so that they are able to complete the Diploma successfully. However in some exceptional circumstances or when dealing with students with learning challenges, the DP course is also offered.



(Taken from Teaching and learning informed by assessment in the Diploma Programme)

Type of Assessments (Formative, Summative and Term-end) and their Frequency

Purpose	Frequency/Time	Possible formats	Inference	Marking
Formatives				
Ongoing assessment during the course of study to provide evidence and feedback that could move learning forward. The primary purpose is to promote student learning in a well-informed meaningful way	Conducted during the unit. The frequency of assessments is at the discretion of the teachers	Multimodal- Written, reflection, oral presentation , online assessment, short extended responses quiz etc.	Relate to the kinds of actions that can be taken next which “would best help the student learn” ¹ (Black, Wiliam 2018: 553)	Feedback based on rubric shared as per assessment objectives of the subject, if it is a reportable Formative Assessment. Feedback is also through observations and dialogues based on the learning objectives. Will utilize the tools of Teacher, Peer and Self assessment
Summative				
Weekly Assessment	As per the Weekly Assessment Schedule	Written/ Presentation	Focus on what the student can do at the end of a course of study or a unit of learning.	Marking to be done within 10 working days based on a mark scheme prepared by the teacher.

¹ Teaching and learning informed by assessment in the Diploma Programme

Term-end assessment First-term: September Second term: March	As per the Term End Exam Schedule	Written	Focus on what the student can do at the end of a course of study or a unit of learning.	Marking deadlines are based on exam schedule. Assessment marking is based on subject assessment criteria based marking scheme. Grade boundaries will be based on the IB grade boundaries for the May session of each year.
Mock exam:(Grade 12) March	As per the Term End Exam Schedule	Written	Focus on what the student can do at the end of two years of DP. Entire syllabus content is included	Marking deadlines are based on exam schedule. Assessment marking is based on subject assessment criteria based marking scheme. Grade boundaries will be based on the IB grade boundaries for the May session of each year.

Weightage system

Weightage system for DP Assessments	
<p>Term 1: The weightage and marks for each component- (weekly assessment and term exams) are decided by the teachers. It is based on the syllabus completed. Adherence to IB component breakup will be followed in term end exams as far as possible. Final grade is calculated based on</p> <ul style="list-style-type: none">a. Weekly Assessment-10% weightageb. Class Participation-20% weightagec. Term End Exams- 70% weightage	<p>Term 2: The weightage and marks for each component- (weekly assessment and term exams) are decided by the teachers. It is based on the syllabus completed. Adherence to IB component breakup will be followed in term end exams as far as possible. Final grade is calculated based on</p> <ul style="list-style-type: none">a. Weekly Assessment-10% weightageb. Class Participation-20% weightagec. Term End Exams- 70% weightage <p>Grade 12 Mock: The weightage and marks for each component will be similar to the one suggested by IB in subject guides.</p>

Summative, Formative, Term assessment and IB exams guidelines

Guidelines- Formative Assessment

1. Teachers schedule formatives (tasks and duration) as per their syllabus coverage plan.
2. The type of formative assessment to be conducted is based on the learning engagement undertaken. Reportable formatives are selected by the teachers from those conducted during the semester.
3. Formatives can be self, peer or teacher assessed or a combination of the three.
4. Feedback is provided on all formative assessment and serves as a reflection for the students and teachers. It is used to make modifications if any to the teaching and learning process.

5. Multilingual background and different abilities of the students are kept in mind when designing formative assessment.

Guidelines- Summative Assessment (Weekly Assessment and Term Exams)

1. Summatives are scheduled as per the Weekly Assessment Schedule and Term Exam Schedule that is shared with the students.
2. The syllabus for the summative is decided by the teachers and is informed to the students. Weekly assessment syllabus is informed a week in advance of the assessment and the term exam syllabus is shared at the beginning of the term.
3. Teachers decide the type of weekly assessment to be taken.
4. The summative assessments are marked and detailed feedback is provided to help the student understand the areas for improvement.
5. All summative assessments are discussed in class after they have been conducted.
6. The summative assessments are used as a reflection by teachers and students to clarify doubts or revisit a topic if the need arises. A review sheet is provided before the summative, to familiarise the students with the paper pattern.

Absenteeism during Formative and Summative Assessment.

1. Formative Assessment- No formatives are repeated, however, where possible, the students are given the task for self-paced completion and self assessment.
2. Summative Assessment:- The summative assessments are not repeated except if the student has missed the same on account of a school event. However the summative assessment of the task will be provided to the student for completion and feedback from the teacher. This task will not be marked and no grade will be awarded for it.

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 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.

Internal Assessment Responsibilities of Teachers

Internal Assessment is an integral part of the IBDP curriculum.

1. IBDP teachers must follow the instructions 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.
6. Teachers must monitor and ensure that all work submitted is authentic work of the child.

Internal Assessment Responsibilities of students

1. To select a topic and formulate a research topic as per subject requirement

under the guidance of the supervisor.

2. To adhere to the deadlines set by the school and show effective self management skills in all submissions.
3. To be principled and follow the guidelines for academic integrity as detailed in the school Academic Integrity Policy
4. To strive to submit the best possible work that showcases their potential.
5. To foster respect and maintain a positive work relationship with their supervisors
6. To be able to self and peer assess their work where needed.

Weekly assessment guidelines

Preparation, checking and reporting of Weekly assessment

1. The question papers and mark schemes for class and term assessment are prepared by each subject teacher and submitted to HoD. The HoD then submits to Dean Academics as per the deadlines shared. The DA pulls out any one paper for the scheduled assessment.
2. Once the assessments are conducted, the papers are marked as per the marking deadline
3. Prior to marking the papers, moderation of papers as per the moderation process (Sec...6.7) occurs under the guidance of the HoD. For single teacher departments, the DPC sits with them for moderation of marking.
4. While marking teachers are expected to annotate the answer scripts with comments and marks, which will help the students to understand the gaps and improve their performance.
5. After all the scripts are marked, the marks are sent to the DPC for information and approval.
6. Once the marks are approved they are entered into mySkoolApp for students and parents to view. The answer scripts are returned to the students within 10 working days of the class assessment. For term assessments they are shared as per the deadline.
7. The teachers are also expected to discuss the assessment in class during their regular teaching period.

Moderation in IBDP at JPIS

A robust moderation process has been created to ensure that the process

1. Allows teachers to make consistent, reliable and valid decisions across different points in time.
2. Always applies the same standardized criteria, ensuring consistency over time.
3. Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
4. Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

The moderation process is undertaken during:

1. Class assessment and examination paper setting
2. Assessing Papers/IA/EE/TOK marking
3. PG awarding

Moderation Process at JPIS

1. Moderation of assessment pieces should occur before the first reporting period to ensure that consistent grades are awarded by all members of the department.
2. Moderation should occur for each assessment component, per programme per subject.
3. For all DP assessments and IA moderation, all the teachers involved must participate in the process.

Class and Term Assessments/IA/EE/TOK Moderation Procedure:

1. It is based on the principle of best fit approach while allocating marks as per the criteria.
2. For subjects with more than one teacher they are marked by two teachers.
3. For subjects with single teachers, the teacher will sit with the DPC for Class and Term Assessments /IA moderation.
4. The marking criteria for Class and Term Assessments /IA criteria are discussed in detail prior to beginning the IA marking process.

5. The answer scripts and completed IA of the students are then randomly allocated to the subject teachers after ensuring parity in numbers.
6. Supervisors are divided into groups (two teachers) keeping in mind that each group will have one experienced supervisor as facilitator.
7. For the purpose of standardization, the teacher group will mark two answer scripts/IA's each as per criterion rubric, justifying the marks allocated.
8. The teachers then present their marks and compare the marking to ensure uniformity and criterion-based marking.
9. Class and term assessments-Once the standardization is achieved, the answer scripts are marked by teachers. The teachers then enter the marks in a google sheet which is sent to the DPC for approval.
10. IA-Once the standardization is achieved, the allocated supervisors mark IA and award grades and keep it confidential.
11. A Google sheet is then provided to enter their respective levels of achievements for each criterion in IA. The DPC, HOD, and the supervisor will then discuss and review IA grades in accordance with the IB expectation of achievement level. Thereafter, they arrive at a consensus for the final grade to be entered on IBIS.
12. EE/TOK standardization process occurs, amongst all EE/TOK teachers, where possible as per the procedure stated above.

Term End Assessment – Marking Recording and Reporting

1. Students are awarded a grade from 1 to 7 in the Diploma Years Programme. The grades are awarded based on the IB grade boundaries for the May session of the year.
2. TOK and EE are assessed from Grade A to E. However as TOK and EE are externally marked their grades are not included in the overall result.
3. Results for Grade 11 (Term 1 and Term 2) assessment and Grade 12 (Term 1) assessment. and grade 12 mock exam, final grade is awarded out of 42 points only. TOK grade is mentioned in the report but is not used for bonus points calculations.
4. At the end of each semester, report cards are issued to the parents.
 - a. The mock/pre boards of IGCSE/IBDP Year 2 students are also assessed

and reported to the parents.

- b. Each component is evaluated strictly in adherence with the assessment criteria, which are created by the subject teachers in accordance with the assessment criteria for the subject. The same is explained and provided to students.
- c. The students and parents are given comprehensive feedback about the level of achievement as per each grade descriptor, in academics, and co-scholastic pursuits.
- d. 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, a mail is sent to the parents/guardians or 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.
- e. The students are allowed to change their subjects and level till the beginning of terms 2 of grade 11. The DP Coordinator will discuss the matter with the student and parents. The details for the same can be found in the admissions policy. (*Link to Admission Policy*)
- f. IBDP Grade Boundaries: The grades are provided for the term 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.

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 is based on the learning outcomes and the performance of the student in the individual and collective CAS projects. The progress in TOK is recorded in the Student Progress Report Card in the form of grade range of A-E. The EE progress is also mentioned in the report card.

Absenteeism during Term Assessment/ For IB exams

In the event of a student missing his final examination, his performance throughout the year will be considered while deciding his promotion for the next year. The decision to

promote the student is not automatic and will be taken after careful consideration by the DPC and HOS. Factors to be considered include teacher feedback, performance in formative and summative assessments.

The exams will not be rescheduled for reasons such as family function, bereavement, missing the tavera/bus or religious reasons. However, in case the student misses his assessment due to a school event, national or international sporting event or an unavoidable medical condition, he/she can retake the exam at the discretion of the HOS.

In case a student misses the **final IB exam**, the IB Assessment guidelines will be followed. Students and invigilators will be informed of the same during a session taken with them before IB exams.

Role- DP Coordinator, Exam Coordinator, Invigilators and Teachers during school term examination and IB Examination.

During a school term examination, care is taken to ensure the following:

1. Students do not get additional time without prior authorisation from the DPC. The exam coordinator will share the information with the invigilators beforehand.
2. All invigilators should be familiar with the instructions to be read out to the students before, during and after the examination. Queries if any can be addressed to the Exam coordinator.
3. Ensure student bathroom visits are monitored.
4. Ensure support staff checks the washrooms for presence of any unauthorised materials.
5. Subject teachers cannot invigilate their own subject exam.
6. The teachers/invigilators set the GDC on exam mode where needed.
7. Invigilators check the desks, the exam stationary and data booklets to make sure that there is no incorrect material present.
8. The students are also frisked to ensure that they are not carrying any unauthorised material into the examination room.
9. After the exam ensure that the answer scripts are secure and handed over to the Exam coordinator. The exam coordinator hands over the answer script to the subject teachers within one working day of the exam being conducted.

During IB examination

IB exams are conducted strictly in adherence to the IB guidelines and the school academic integrity philosophy. To this end, during an IB examination, care is taken to ensure the following:

1. Students get a reading time of five minutes for all papers except the MCQ papers.
2. Students do not get additional time without prior authorisation from the DPC. The exam coordinator will share the information with the invigilators beforehand.
3. Invigilators are allocated as per the guidelines issued by IB.
4. The DPC monitors the exam process and fills in the exam checklist to ensure compliance with the IB exam guidelines.
 - a. All invigilators should be familiar with the instructions to be read out to the students before, during and after the examination. Queries if any can be addressed to the Exam coordinator.
 - b. Ensure student bathroom visits are monitored.
 - c. Ensure support staff checks the washrooms for presence of any unauthorised materials.
5. Invigilators are responsible for ensuring students sit as for the seating plan, filling in the exam checklist and taking attendance.
 - a. Subject teachers cannot invigilate their own subject exam.
 - b. The teachers/invigilators set the GDC on exam mode where needed.
 - c. Invigilators check the desks, the exam stationary and data booklets to make sure that there is no incorrect material present.
 - d. The students are also frisked to ensure that they are not carrying any unauthorised material into the examination room.
 - e. After the exam, ensure that the answer scripts are collected, counted, and sealed in front of the candidates and then handed over to the DP Coordinator. The exam coordinator hands over the answer script to the subject teachers within one working day of the exam being conducted.
 - f. The exam officer and DPC are responsible for ensuring the secure storage of exam materials.

6. All assessment processes set by IB are followed by consulting the Diploma Program Assessment Procedures for the year under consideration.

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 AIP 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 DPC, who will take appropriate action as per the guidelines of the AIP.

Detection and Consequence of Malpractice during Term examination and IB exams

Academic Integrity

1. Academic integrity 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 students and they are explained the consequences of plagiarism, collusion and duplication. Incorrect Paraphrasing and fabrication of data. Examples of academic misconduct are fully detailed in the JPIS AI Policy.
2. As a method to promote academic integrity, there will be criteria for referencing in all research -based assignments/presentations. This is mentioned in the guidelines/rubrics.

3. The Academic Integrity Policy (AIP) governs all forms of assessment submitted for evaluation or grading at JPIS. Any academic misconduct must be reported to the DP Coordinator and the Academic Integrity Director. Academic misconduct constitutes a breach of regulations that, if confirmed, will result in no grade being awarded in the subject and level concerned.²

Details regarding the consequences for contravening academic integrity are as follows

Academic Misconduct during Examinations/ Ongoing Assessment:

If any academic misconduct is detected during school examinations/ ongoing assessment the student will complete the paper/assessment and it would be marked by the teacher but the student will be awarded a zero in that assessment or subject examination.

The Academic Integrity Director, student and parent will also be informed. Repetition of such misconduct would also lead to suspension or even expulsion of the student. Stealing of examination/ test material will in the first instance lead to a suspension and pending inquiry the consequences will be decided by the school authorities. A record of all cases of Academic misconduct will be kept by the school.

Consequences for IBDP students:

Early Detection (EE, TOK, IA) – Draft Stage - Any academic misconduct in this stage would lead to the following consequences.

1st Offense – Any offense done in any one subject/component- The student will be asked to redo their assignment, and their parents will be informed in writing. No marks/ grades will be allotted for any academically dishonest work at any level of offense.

2nd Offense – 2nd offense done in the same subject/component or in two subjects/components- The student will be suspended and will redo the assignments in exam like conditions.

3rd Offense - 3rd offense done in the same subject/component, or in three subjects/components- As per the discretion of the Academic Integrity Committee, it could lead to expulsion or the candidate-receiving Zero in the particular subject, EE or TOK, resulting in the candidate not receiving the Diploma

2

Detection (EE, TOK, IA) after submission of the final version by the student –

Once a candidate has officially submitted the final version of his/her work to a teacher for external or internal assessment, it cannot be retracted. Any suspicion of malpractice that arises thereafter must be reported to the DPC for further action. “Officially submitted” means submission to a teacher (or the DPC) by the candidate, and not submission to an IB examiner by the school.” (***Academic Integrity, October 2019***).

Authentication

1. Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate.
2. For assessment electronically uploaded by the candidate, the authentication process is confirmed on-screen by both the candidate and teacher.
3. For assessment electronically uploaded by the school (on behalf of the candidate), the authentication process is confirmed on-screen by the teacher. This option requires the school to have previously secured the candidate’s authentication through the *Candidate consent form (school template)* form.
4. For all coursework and oral components (non-written examination components), teachers and supervisors should follow the flow diagram (figure 7) as a standard practice for checking authenticity of the candidate’s work.(Taken from Diploma Programme Assessment procedures 2022)
5. In case a teacher/supervisor suspects academic misconduct after it has been sent to the IBO, the DPC will inform the IBCA immediately.

Academic Misconduct in IBDP examinations:

If any academic misconduct is detected during IBDP examinations the DPC will instantly inform the IBCA. The Academic Integrity Director, student and parent will also be informed. The laid out procedure of the IB will be followed.

Consequences of Academic Misconduct by students stealing papers or any other such instance will result in the student immediately being expelled from the school.

Inclusive Education

Link to Inclusive Education Policy

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 reports 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 students with special needs and makes reasonable adjustments like easy accessibility, reader, separate class-room setting, assistance with reading and writing if needed. An extension of time allowance (10%, 25% and 50%) is available depending on the needs of the individual student. Differentiated assignments, simplified instructions, highlighted texts and project assignments are given by teachers on a case to case basis.
2. The access arrangements are made after a discussion with HOS, DP Coordinator, subject teachers and Wellness Coordinator. The decision is based on a student's past performance, medical report and teacher feedback.
3. Temporary disability in case of emergencies like broken arm or high fever will be addressed at the day of the examination where the examiner will use their discretion to grant arrangements.
4. The IB "Access and Inclusion policy" is the point of reference for all decisions related to inclusivity and access arrangements.

For Final IB exams

1. A student is allowed to have access arrangements as per the IB Access and Inclusion Policy. The details of the access arrangements a student can avail are available in the JPIS access and inclusion policy
2. On receipt of a mail/ letter and psychological evidence from the parents, educational evidence is taken from the subject teachers.

3. The DPC will then send the request to IB and on receipt of a confirmation the parents will be mailed the access arrangements that have been permitted.
4. A copy of the confirmation will also be shared with the exam coordinator for it to be included with IB exam material for ready reference.

Homework

1. Homework is given in every subject as per a pre-decided schedule. The schedule is approved by the DPC. The purpose of giving homework is to help the students understand and review the concepts and content covered in class.
2. The homework is sent by Wednesday of each week and is submitted by the next week.
3. The homework can be assessed by any of the following strategies -teachers Assessment peer assessment or self assessment.

Retake exams

At the end of grade 11

1. If a student has scored less than 22 out of 42 in term 2 exams of grade 11, he has the option of appearing for a retake exam to improve his performance. The DP Coordinator/HOS will discuss the matter with the student and parents. The College Counsellor is also involved to advise the student on the impact of the result on college placements. The student may also be allowed to change his subject levels at this point.
2. The parents send a mail to the DP Coordinator in case they wish to retake the exam. The final decision to retake the exam is taken by the student and the parents.
3. Final IB exams
4. The students who fail to get the Diploma or those who wish to improve their grades are allowed to appear for retake examination in a subsequent session.
5. After discussion with DPC , the students/parents must send a mail to the school stating their intention to do so within twenty one days of the result being declared.

Training of New Teachers

1. All new teachers are assigned a mentor teacher for assisting and guiding them to settle down at JPIS. The mentor teacher helps and guides them through the in school 'Subject Specific Teacher Training' programme.
2. The mentor guides the teachers new to the IBDP through the subject Guide, Assessment exemplars (Papers and IA), Extended Essay Exemplars and School Policies documents.
3. During their training period teachers have to write practise assessment papers, mark sample assessment papers using marking schemes, design assessment, grade internal assessment and extended essay samples.
4. The new teachers also solve IB past papers to understand the assessment requirements better and to guide students well.
5. Teachers review the subject and IA report published by IB during the sessions planned in school.
6. New teachers (who are not trained) are required to attend IB workshops (online or face to face) which help teachers understand the requirements of the Diploma Programme better.
7. All new teachers are allocated shadow classes for a week where they observe the teaching and learning strategies and practices followed at JPIS. Every lesson observed is followed by a discussion on the lesson plan, unit planner and the ATTLS specifically incorporated in the lessons.
8. Post the first week the teacher is given a regular teaching schedule. However, she/he needs to meet and discuss their lesson plans and teaching strategies with their mentors for the next fifteen days. During this period the mentor will observe their lessons and provide feedback.
9. Following on from this initial period, teachers are expected to operate in collaboration with their co-teachers and be in regular contact with their mentors/HODs/SLT members.

Predicted Grade Policy

Link to Career Counselling Policy

1. The predicted grades are important for College admissions and so are reflected in the Career Counselling policy. The school assessments are used to help

determine the predicted grades which are used for both college admissions and awarding final IB predict grades

2. The Predicted Grades (PG) are awarded by the teachers on the bases of summative and formative assessment and class performance. They carefully consider the conceptual understanding, skills demonstrated and the professional judgement of the teachers. These are awarded in IBDP Year
3. The teachers are asked to award predicted grades twice so that they are able to assess students and also obtain accuracy in the process.
4. Teachers 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.

Principles of Predicted Grades

1. aspirational but achievable – stretching predicted grades are motivational for students, unattainable predicted grades are not
2. determined by professional judgement – your expertise and experience are vital in informing predictions
3. data-driven You should look the students' performance over the year giving more weightage to internal examinations to inform your predictions

The Predicted Grade Procedure

1. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.
2. The Predicted Grades (PG) are awarded by the teachers on the bases of summative and formative assessment and class performance. The teachers are asked to award predicted grades twice so that they are able to assess students and also obtain accuracy in the process.
3. Teachers 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. All efforts are made to ensure that predicted grades are as far as possible, an accurate representation of students' final grade. The confidentiality of the same should be maintained by all concerned.

Methodology

1. PG is decided subject wise
2. The internal summative assessments/ examinations which cover possibly all assessment components of the subject are better indicators of the interim PG during the passage of the two years
3. In each subject the teacher will take each component and its weightage; then taking the grade boundary into consideration to arrive at the possible PG.
4. Nevertheless, professional judgment may need to be applied taking in other external factors which may have favorably or unfavorably impacted the PG and hence may not be the correct PG even though its calculation has been done keeping point 1-3 in mind. Eg. student's illness etc and teacher's judgement on the student's ability to perform in the final IB examinations.
5. Generally speaking towards the end of the 2 years , when subject courses are completed, professional judgement of the teacher would be better at arriving at the final PG
6. The mock examinations and the assessed IA would be a give a clearer indicator of the final PG, keeping other factors to be constant
7. Periodic meetings take place with the DP teachers for discussion on PG

Amendments due to the Pandemic

- In view of the pandemic the frequency of Academic Integrity sessions with the students to be increased.
- Viva to be added to all summative assignments.
- Teachers are encouraged to match the submissions of homework, projects and assignments with the class performance of the students.

Review Process

The Assessment policy is reviewed annually as part of the whole school improvement plan. However, it can be reviewed in the wake of an unforeseen development, or change in IB Policies.

The steering committee for Assessment Policy will review the execution of the policy in classrooms and throughout the school as part of the evaluation process. Teacher representatives will change every year. A collaborative and interactive discussion among all staff and representatives of other stakeholders will help the school in getting feedback on the implementation of the policy in all spheres of the school. Feedback from students, parents, and teachers will help the steering committee to make appropriate changes.

Connections with School Policies

The assessment policy has explicit linkages to the School language, Academic Integrity, Inclusive Education and Career counselling policy.

Language Policy

Assessments take into account the language needs of diverse learners and allow them to demonstrate their understanding appropriately. For more details refer to the Language Policy.

Academic Integrity Policy

Assessment tasks model the principles of academic integrity by citing the sources used. The students are also expected to follow the same during all assessments internal or external. For more details refer to the Academic integrity policy

Career counseling policy

The predicted grades are important for College admissions and so are reflected in the Career Counselling policy. The school assessments are used to help determine the predicted grades which are used for both college admissions and awarding final IB predicted grades. For more details refer to the Career counseling policy.

Inclusive Education policy

Student's language needs are considered while planning assessments for diverse learners. For more details refer to the Inclusive Education policy.

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