



ASSESSMENT POLICY

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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2. GENERAL ASSESSMENT PRINCIPLES AT SREENIDHI

Assessment Philosophy:

Assessment is integral to planning, teaching and learning. It is an on-going process that brings forth evidence of learning progress and provides feedback both to learners to direct further learning and to teachers to inform instructional strategies. The focus of assessment is to gather and analyze evidence to determine each student's learning needs. Teachers and students have the opportunity to collaborate in the design of assessment tasks.

Essential Assessment Agreements at Sreenidhi:

- Faculty and ALT participated in the process to review the Sreenidhi Assessment Policy.
- The Assessment Policy is a working document for faculty and Academic Leadership Team (ALT) to connect the Sreenidhi Mission with assessment practices.
- The Assessment Policy is reviewed by faculty every two years, but remains open for modification by pedagogical leaders as required.
- Modifications are shared with all stakeholders.
- Assessment is an integral part of planning for current and future teaching and learning.

3. PRIMARY YEARS PROGRAMME

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning. Assessment is integral to the central PYP objective of thoughtfully and effectively guiding children through the four essential elements of learning: understanding of concepts, acquisition of knowledge, mastery of skills, and the decision to take responsible action.

Why do we assess?

Assessment is an integral part of planning, teaching and learning. We assess:

- To extend student learning
- To provide information about student learning
- To assist in the evaluation of the programme
- To identify what and how the student is learning
- To build a clear picture of the student
- To identify individual and group needs
- To help teachers review, reflect on their practice and adjust their teaching based on the data.
- Provide timely, specific and well constructed feedback to support learning.

What do we assess?

In primary years we monitor, document and measure conceptual understandings focusing on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and

are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

How is it that we assess?

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring Learning

Monitoring occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Tools used for monitoring include the following:-

open-ended tasks,
written or oral assessment,
and a learning portfolio.

Documenting Learning

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts (student-selected and teacher-selected) that can also contribute to reporting. It can include reflections, work samples and assessments specific to the subject, these are tools for self-assessments, goal-setting and celebration. The Portfolio is made available for parent-teacher meetings and student-led conferences

Measuring Learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. A variety of tools and strategies can be used to measure learning. The tools used provide further data to support a larger picture of student achievement and progress in learning.

Some measuring tools include

Diagnostic assessments
End of the unit assessments
Mid Term assessments
Term End assessments

Reporting

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting provides clear information that is useful to students and parents. The grades awarded for achievement are open, transparent and understood by all stakeholders.

The following reporting formats are used in school-

Learning conferences- twice a year

Student-led conference- once a year

Term End Reports: Reports are posted on Managebac and made available to parents mid-year and end-of-year, for viewing, downloading or printing.

PYP Exhibition: PYP5 students undertake this extended, in-depth, collaborative project and present their learning to the larger community. Their performance in process as well as product are assessed and reported.

4. MIDDLE YEARS PROGRAMME

Assessment of learning (Summative Assessment):

In MYP, the Statement of Inquiry drives the summative task. These tasks are generally open-ended, presenting a stimulus for students to communicate original responses. Summative tasks will be assessed, based on published MYP subject criteria.

Assessment for learning (Formative Assessment):

Formative assessments take place throughout the course of study, providing opportunities for the teacher to provide actionable feedback to the student. By identifying strengths and shortcomings, the student can direct further learning to areas that require more focus, and the teacher can recognize where students are struggling to inform instructional strategies.

A teacher may choose to mark formative assessments, based on one or more of the MYP criteria, or provide informal feedback to students through verbal or written comments. Assessment tasks may be assessed through self or peer assessment, when appropriate.

Assessment as Learning (Complementary Assessment):

Assessment tasks, which require students to apply their new learning and understanding to authentic real-world situations to create, innovate or originate a solution, allow teachers

to assess the application of student learning and understanding in unfamiliar situations.

This is the preferred Assessment task, as it requires students to use higher order thinking skills, to transfer knowledge, skills and concepts, to demonstrate critical and creative thinking skills, and to connect new learning to their own lives. Rather than requiring memorization of facts, students can work on Assessment for Learning tasks over a period of time, utilizing whatever resources are needed and working in collaboration with others.

When using criterion-related assessment, student responses are aligned with the level at which the majority of descriptors correspond to the student's work. If student responses fall between two levels to only partially fulfill requirements of the higher descriptor, teachers review both descriptors to choose the one that is the 'best fit' description of the work.

Determining final grade:

The progress level for each MYP subject objective reflects the teacher's best judgment of the student's summative achievement, after taking into account the following:

- Patterns in the data, such as the student's increasing level of performance
- An anomalous or unexpected achievement level
- Other influencing factors

At least two assessments for each of four criteria must be given per term in each subject. MYP4 and MYP5 portfolio-based subjects are exempt from this requirement. Final grades are determined by comparing the total of four criteria against published grade boundaries.

Recording and Reporting of MYP Assessment

Sreenidhi uses Managebac as its student management system to record and report assessment in the Middle Year Programme. Assessments are recorded and reported to students and parents, as well as relevant stakeholders through Managebac.

Academic Misconduct:

Please see the Sreenidhi Academic Integrity Policy.

Recording and tracking:

Sreenidhi teachers use ManageBac to keep a record of assessment data to:

- Monitor student learning progress to ensure the curriculum provides progression and continuity through the programme of study
- Generate statistics to evaluate and modify teachers' planning and instructional methods
- Provide actionable feedback to students to identify their strengths and shortcomings as areas for future focus
- Serve as evidence for discussions with parents about the student's learning progress.

Submission of Student Work

Time, Procedure, Penalties:

Assigned tasks are expected to be submitted on or before the due date and time specified on the ManageBac calendar and the associated task sheet.

Work must be submitted on ManageBac or submitted to the subject teacher upon request. It is the student's responsibility to ensure the teacher has received the work in a format that is accessible to the teacher.

Non-submission of work:

For work that is not submitted by the due date, the following consequences may apply:

- Extension of the deadline upon a student providing to the teacher an acceptable reason for late submission with a plan for submitting the work at a later date or time
- Email sent to parents
- Award of 'NA' for excused non-submission, due to ill health or prior approval of absence
- Parents requested to attend a meeting to discuss habitual non-submission of work.

A teacher is expected to notify the Homeroom Tutor first followed by the MYP Coordinator/ Principal, if concerned about a student's habitual non-submission of work, or a situation that is not covered in this process. In the case of habitual late submission of work, the subject teacher, Homeroom Tutor or MYP Coordinator may request a meeting to discuss the situation with the parents and student to reach an agreement for future submission of work.

Non-submission of work due to absence:

For planned absences, work must be submitted before a student departs. For unplanned absences, work must be submitted the day a student returns to school. If a student fails to meet these expectations and work is not submitted within 3 days after returning to school, or by the extended due date in case of an extended period of illness or late entry into a course, non-submission of work will be noted as 'N/A'.

The subject teacher will email the parents when the student:

- Fails to meet a deadline for a summative assessment
- Earns a grade of '1' or '2' on a summative assessment
- Fails to meet three submission deadlines for formative tasks
- Falls substantially behind expectations for portfolio or process-based subjects.

Non-submission of in-class tasks:

If a student is absent from school on the day a formative assessment task is completed, it is the student's responsibility to email the teacher before returning to school to schedule a time to complete the missed task. Failure to follow this procedure may result in the student receiving a NA for the missed task. For a closed-book assessment task, the teacher will be required to create a new task for the student to complete to validate the grade awarded.

Grade below '3' awarded or non-submission of formative tasks:

When a grade of '1' or '2' is awarded for a summative task or when a formative task is not submitted, the student will be provided with support with:

- Further opportunity to demonstrate their learning at or after the support session, in which case the grade awarded may be revised
- Feedback provided if the student initially fails to attend the scheduled support session
- Parents requested to meet with the teacher, homeroom tutor and/or MYP coordinator.

Due Date extensions:

A student may apply for an extension of the due date through the subject teacher **prior** to the deadline. The student must give a valid reason for seeking an extension. If approved by the teacher, a new date and time will be set for submission of the work.

MYP E-assessments:

In MYP5, students may register to take MYP eAssessments to earn the MYP Certificate. Students must meet all IB requirements to qualify to be awarded the MYP Certificate. For subject e-Assessments or e-Portfolios that receive a final grade of less than '3', students will have the opportunity to retake a subject e-Assessment in the next exam session or complete an e-Portfolio in the following academic Term to earn the MYP Certificate.

Access arrangements

Students who are determined to require access arrangements are identified in MYP 4 by the SEN coordinator. Through consultation and collaboration with the parents, these students are required to provide an educational Psychologist Report. In MYP 5 an application for access arrangements is made based on the SEN Coordinator recommendations as interpreted from the Psychologist report. These arrangements may include but are not limited to:

- Extra time
- Provision of a Reader
- Provision of a scribe
- Working in a separate room

IB assessment and grading for MYP5 candidates:

MYP5 students register as candidates for on-screen e-Assessments in English, Integrated Humanities, Mathematics Standard or Extended, Interdisciplinary Studies and Integrated Sciences or two or more of Biology, Chemistry, Physics. Only the highest grade from these three sciences will count toward the MYP Certificate score. MYP5 students also register to complete e-Portfolios for the Personal Project, a Language Acquisition subject, and one of Design, Drama, Visual Arts or Physical Education, with e-Portfolios internally-assessed and moderated, with a sample randomly chosen and externally graded by IB Examiners.

Performance in e-Assessments is graded on a 1 (minimum) to 7 (maximum) point scale. Service as Action, a non-graded MYP5 mandatory programme component, requires students to satisfy the school's expectations for service-oriented activities.

Summative assessments and mock exams that are set and marked by teachers do not contribute to MYP5 Course Results or final grades for the MYP Certificate, except for externally-marked e-Portfolio pieces for Language Acquisition and the student's choice of Design, Drama, Visual Arts or PE.

MYP Certificate Candidates:

The MYP Certificate is awarded to MYP5 students who:

- Earn a grade of '3' or higher in their 3 e-Portfolio and 5 e-Assessment subjects
- Achieve a minimum total of 28 of 56 possible marks in 8 e-Assessments
- Satisfy their Service as Action requirements as published by IB.

MYP Course Candidates:

MYP5 students, who do not achieve the level of learning to meet requirements to earn the MYP Certificate, may register for some e-Assessments, but must complete the Personal Project and Service as Action. These students are referred to as MYP Course Candidates.

MYP Course Candidates will receive Course Results of their final grades. Regulations and procedures that apply to MYP Certificate candidates also apply to Course Candidates for all registered e-Portfolio and e-Assessment subjects, which cannot subsequently be applied to earn the MYP Certificate.

MYP ANNEX A

Internal Standardization:

This process involves teachers collaborating digitally to come to a common understanding of criteria and achievement levels, and how they are to be applied. This process increases the reliability of teachers' judgments. Regular Standardization practices build consistency and common understanding about student achievement with respect to MYP objectives.

Teachers are expected to engage in the process of Internal Standardization after each summative assessment or at least once each Term for their subject across the grade level. Teachers then complete the "MYP Standardization sheet" as evidence of this process.

Step 1: The statement of inquiry, summative assessment task and a broad sample of **anonymized** student work (high, middle, low) is shared with teachers involved in the standardization process.

Step 2: Each teacher independently grades each piece of work, indicating levels for each assessed strand and a final level for each criterion.

Step 3: Teachers share grades awarded by entering on the "[MYP standardization sheet](#)".

Step 4: Teachers discuss their grading to arrive at consensus on the final grade for each piece of work.

Step 5: Teachers note their new learning and make adjustments for grading, teaching and design of the task at the bottom of the "[MYP standardization sheet](#)".

Step 6: The "[MYP standardization sheet](#)", saved in PDF format, is uploaded to Managbac as a teacher resource for the unit.

5. DIPLOMA PROGRAMME

The DP uses criterion-related assessment which:

- Supports philosophical goals for DP through encouragement of good classroom practice and appropriate student learning.

- Reflects international mindedness, avoids cultural bias and makes appropriate allowance for students working in their second language.
- Promotes higher-order cognitive, fundamental skills.
- Includes a suitable range of tasks to ensure all objectives have been achieved.

This fosters development of inquiring, knowledgeable and caring students who become active, compassionate lifelong learners. Students actively engage and take responsibility for their own learning, enhancing their understanding and skills through inquiry.

Summative Assessment:

Summative Assessments includes highly formalized assessments, such as written tests or substantial open-ended tasks. A range of tasks to measure student learning performance is translated to final subject grades on a scale of 1 (minimum) to 7 (maximum) according to official IB grade descriptors, with standards in generic form published after each DP examination session and reinforced by written exemplars. Marking and grading decisions are based on judgment of student performance against expected standards.

Types of Assessment:

(a) Formative School-Based Assessment for Learning:

Formative assessment for learning encourages constructive student involvement with self or peer assessment to identify strengths and challenges that direct further learning.

- Involves class participation
- Encourages good classroom practices as per essential agreements
- Inquiry and communication
- Collaborative learning
- Scaffolding student learning

All formative assessments are supported by reflection and feedback.

(b) Summative School-based Assessment of Learning:

Summative assessment of learning is criterion-referenced and based on subject-specific objectives. For group 1 to 5 subjects, summative assessment tasks, conducted each term, are comprised of the following elements:

- End-of-Term Mock Exams in Terms 1 through 3 comprising 40% of the Term's final grade
- End-of-Unit culminating task or test of the course's criteria, aligned with the unit planner assessment objectives and internally assessed components of IB assessment
- Mini Internal Assessment or Project Work comprising 20%, designed to assess students' ATL skills, and aligned with the internally-assessed components of IB assessment
- Remaining 40% comprising group presentations, video, products, performances, artwork, written essay, commentary, lab report, comparative analysis, critical evaluation, portfolios, student reflections, class debate, class discussions

For group 6 subjects, summative assessment tasks conducted each term include:

Research Portfolio - comprising 35% evaluates student research, artwork, theatre pieces

Process Journal - comprising 35% to explore subject-related ideas/ activities throughout the course, aligned with externally-assessed components of IB assessment

Presentation - tallies 30% that is collaborative in nature, aligned with externally-assessed components of IB assessment

Summative tasks are based on the following parameters defined in DP assessment policy, stated under (appendix B of *IB Diploma Programme assessment: principles and practice*).

- Full range of assessment techniques should be used that reflect the international breadth of the IB; with the same assessment methodology applying to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.
- No individual assessment component should normally be worth less than 20% or more than 50% of overall assessment, and internally-assessed components should in total contribute no more than 50% of overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed.
- Internal Assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers and unit tests. Internal assessment should not be treated as another means for students to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examinations.
- Internal assessment should not be used as a tool for monitoring syllabus coverage but should be focused on assessing particular skills of students. Where necessary, the breadth of syllabus coverage should be assessed within external examinations.
- Where different internally assessed tasks are carried out over a prolonged period within a DP course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus, the final internal assessment mark should reflect a student's best level of performance during the course and not be merely an average of performance over the whole course.
- Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work.
- The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task.

DP CORE

- **Theory of Knowledge (TOK)**

There are no school-based summative assessments in TOK and instead, we use meaningful formative assessments to guide the students towards the final IB TOK assessments. Formative assessments are evaluated against the TOK rubrics as prepared by IB to allow students to be thorough with the assessment rubric and clear about IB expectations.

The final IB summative assessment in TOK:

a) TOK Exhibition: 33 %

Demonstrates the students' understanding of knowledge at work in the world and is, in a sense, an extensive critical reflection on real-life situations through individual presentation. This is in alignment with the IB assessment of the TOK exhibition.

b) Knowledge Essay: 67 %

Requires students to demonstrate their critical thinking skills in the discussion of knowledge issues that are primarily conceptual in nature in the form of mini-essays. This is in alignment with the IB formal assessment of the TOK essay on a prescribed title.

- **Extended Essay (EE)**

There is no school-based assessment for the Extended Essay. EE is submitted by the candidate to the IB as per the rules of IB formal assessment. The respective supervisors shall internally assess the students' final EE submission, as per IB criteria, and the same shall be considered while calculating Predicted Grades.

- **Creativity, Action, Service (CAS)**

Student progress in CAS is monitored based on:

1. CAS interviews
2. Balance in creativity, activity and service activities
3. Consistency in student effort and work
4. Reflections and evidences posted by the student
5. Learning outcomes achieved by the end of the third term
6. Involvement in a long-term project requiring substantial planning and delivery

Given the above, students are flagged as excellent (E), on track (O), concern (C) on Term reports.

Conversion of marks to grades

For groups 1 to 6 subjects marks are converted to grades of 1 (minimum) to 7 (maximum), depending on the grade descriptors given in respective subject guides. The process of finalization of grade boundaries is overseen by the Diploma Programme Coordinator.

Recording and Reporting of DP Assessment

Sreenidhi uses Managebac as its student management system to record and report assessment in the Diploma Programme. All formative and summative assessments are recorded and reported to students and parents, as well as relevant stakeholders through Managebac.

Formative Assessment

Recording of formative assessments includes the design of the task, submission date, expected outcomes, and associated rubrics.

Summative Assessment (Groups 1 to 6)

Recording of summative assessments includes the design of the task, submission date, materials required and rubrics for assessment. The rubrics for assessment should clearly outline the criteria for assessment and respective grade boundaries for the task. For summative tasks, marks shall be entered in Managebac, along with feedback within a maximum of 7 days after submission.

Core Components

TOK

TOK assessment records of school-based formative assessment tasks are planned and uploaded in Managebac. Whenever applicable the assessment rubrics for TOK presentation/exhibition and TOK essay are followed. All formative assessments are guiding students meaningfully towards their final TOK assessment allowing them sufficient practice to excel in the final assessment. Minimum 1 formative assessment per unit should be planned and uploaded in Managebac. All documents relating to the final submission of IB formal assessment components are uploaded on Managebac as well as in the designated shared folder on Google drive for internal purposes.

Extended Essay

Details of all meetings for each student and the supervisor are recorded through the EE Reflections on Planning and Progress Form in Managebac. Details of student progress regarding the EE are recorded on Managebac as well. Reflections on Planning and Progress Form is to be duly completed by the student and supervisor, and submitted to the Diploma Programme Coordinator.

CAS

CAS records that are maintained in Managebac include reflections of students, details of interviews with CAS advisors, meeting logs, learning outcomes and progress descriptors. For all CAS experiences and projects, the advisor's comments on the status of work completion, balance of creativity, activity and service, involvement in projects, and status of learning outcomes achieved, are updated periodically on Managebac. Student progress in CAS is continuously monitored through the CAS completion status which is flagged as excellent (E), on track (O), concern (C), as is the case, and recorded on Term reports.

Calculation of Anticipated Grades

The predicted grade in each subject is calculated following a best-fit approach. The respective subject teachers verify the academic record of the candidate for all three terms before issuing the anticipated grade. It is not merely an average of the student's term grades. Teachers must ensure that consistency between the anticipated grade, final predicted grade and actual grades secured by the candidate in school-based assessments, as evidenced on ManageBac. Anticipated grades are submitted by subject teachers to the Diploma Coordinator by November in DP2. These grades are then reviewed by the Diploma Coordinator and the Head of School. This review process must be completed by the second week of November.

Alleged malpractice in assessment tasks

Please refer to the Academic Honesty Policy.

Award of the IB Diploma

Below are the failing conditions for the IB Diploma Programme:

1. CAS requirements have not been met
2. Candidate's total points are fewer than 24
3. An N has been given for Theory of Knowledge, Extended Essay or a contributing subject
4. A grade E has been awarded for one or both of Theory of Knowledge or Extended Essay
5. A grade of 1 has been awarded in a subject
6. A grade of 2 has been awarded three or more times (HL or SL)
7. A grade of 3 or below has been awarded four or more times (HL or SL)
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

6. CAREER-RELATED PROGRAMME (CP)

Assessments are a fundamental part of the teaching and learning process, as they play a crucial role in encouraging students to reach their personal best. Our approach to assessment is centered on the principle of maximizing student learning. We believe that assessments provide students with timely and appropriate feedback on their progress, allowing them to reflect on their learning and achieve their full potential through quality education. This process helps students become confident learners who can solve problems creatively, think independently, and communicate their ideas effectively while collaborating with others.

At Sreenidhi International School, assessments are designed to focus on what students know, understand, and are capable of doing at different stages of their learning journey. They also aim to capture students' feelings and attitudes towards their learning. Assessments serve a dual purpose: they help teachers use assessment results to inform curriculum planning and improve teaching strategies, and they support students in achieving the learning outcomes. The ultimate goal of our assessment practices is to help every student maximize their potential.

At Sreenidhi International School, we believe that assessments fulfill several key purposes:

- Integration of planning, teaching, and learning processes
- Ensuring clarity in assessment systems and practices for all stakeholders, including teachers, learners, and parents.
- Maintaining a balance between formative and summative assessments
- Encouraging peer and self-assessment, as well as reflection
- Conducting pre-assessments to gauge students' prior knowledge before starting new learning activities
- Providing feedback and reporting to stakeholders for continuous improvement
- Analyzing individual students' needs to tailor learning experiences
- Evaluating the effectiveness of the curriculum and teaching methodologies
- Meeting national educational requirements and facilitating a smooth transition to other curricula and higher education institutions
- Fulfilling international standards to prepare students for further studies abroad
- Developing the IB Learner Profile attributes
- Nurturing students to become global citizens
- Promoting reflection as an integral part of learning, motivating students to actively engage in review and self-assessment
- Identifying students who may have special needs or require individualized support
- Assisting teachers in distinguishing between concepts that students easily grasp and those that require more advanced understanding, thereby determining the need for differentiated instruction in the classroom.

By fulfilling these purposes, our assessment practices aim to enhance student learning, support effective teaching, and prepare students for their future academic and professional endeavors.

Types of Assessments:

1. Formative Assessments

Formative assessment is interwoven with daily learning and helps teachers and students find out what children already know, understand, and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process. They are conducted individually, in groups or in pairs, through a wide range of strategies and tools. In languages the formative assessments range from debates, speeches, talks, extempore, to creative writing, quizzes, role plays, dramatizations, etc. It must be remembered that formative assessments are to a great extent impromptu, based on unrestricted creativity and expression and are internal investigations. Some common formative assessments across the studies are class tests, worksheets, short written assignments, and presentations. The frequency of Formative assessment is dependent on the teacher.

2. Summative Assessments

Summative assessments are used to assess the standard reached by the student at the end of a learning unit. It is a chance for students, teachers, and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed. The teachers ensure that by the end of every unit all essential elements of IBCP and the attributes of IB Learner Profile are assessed through a variety of tools and strategies. Summative assessments are controlled and conditional. The summative assessment happens in the form of two well documented and recorded unit cycles and two terminal examinations (half yearly and final). Students are specifically exposed to one/two preliminary or mock examinations to prepare them for the final diploma certificate exam.

Summative assessments encompass:

- End of unit tests
- Examinations
- Internal assessment
- Coursework for external examinations
- CRS modules and their dedicated assessments

IBCP ASSESSMENT, EXAMS AND AWARD CRITERIA

The IB Career-related programme assesses students both internally by the school as well as externally by the International Baccalaureate in the following manner.

- Written examinations are held at the end of each DP course. These are assessed and graded by external IB examiners in accordance with rigorous international standards. The marks are awarded for each individual course ranging from 1 (lowest) to 7 (highest).
- Every student is expected to complete the four CORE elements of the IBCP inclusive of the reflective project (assessed by school but moderated by IB. Student must achieve at least grade D), service learning, personal and professional skills, and language development (assessed by school)

- CRS modules must be completed and assessed internally as well as externally by the CRS provider.
- The student must NOT have received any penalty for academic misconduct.

Grading system for the Career-Related Study:

The career-related study constitutes 720 hours of guided learning hours.

Each separate module constitutes individual assessment criteria (that are assessed both internally by the school as well as externally by Pearson's BTEC an accredited CRS service provider)

Assessment of the Career Related Study modules is bifurcated into two subsections

1. Continuous internal assessment
2. External assessment

Entrepreneurship is being offered at School as Career Related Studies and the following options are kept open for the future requirements.

- Sports Management
- Sustainability and Innovation

Assessment of the Career-related study is determined by the school. Examinations for the CRS are held annually just before the DP exams.

The assessment results of the CRS modules will be shared with students and parents over email.

Grading system for Diploma courses:

IBCP students are needed to study a minimum of **two DP courses** as a part of their CP studies. To qualify for the IBCP diploma, the student must achieve a minimum of grade 3 in his/her chosen higher level or standard level DP subjects.

Courses can be chosen from any group of the DP. It is possible to study more than one course from the same group and these can be studied at standard level (SL) or higher level (HL) in any combination. However, some stipulations do apply such as the following

- Students cannot be registered for the same subject twice, irrespective of whether it's a higher level (HL) or standard level (SL)
- Students cannot be registered for any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject cannot be completed in the first year to contribute to the award of the CP.

As a general, students need to be encouraged to study DP courses which might be relevant to their chosen field of their career-related study.

As per the IB guidelines, following are the systems in place to assess student's work for teacher's records as well as for the report to parents. The DP courses are assessed by IB in accordance with the IB guidelines.

Grading system for IBCP core:

Teachers are recommended to continuously update themselves and enhance their proficiencies towards developing their own assessment criterion for all core components (except the reflective project) and range their criterion based on the context of the assessment, the students, and the course.

The methods to assessment must range and continuously be up to date to make sure that students are explicitly aware about the expectancy of outcomes. Students need to understand the measurement of their achievement is substantial, valid, authentic, reasonable, and fair.

The delivery of the components of the IBCP core must be designed in a manner that it takes into consideration the needs, interests, and backgrounds of the students.

1. Assessment of the Reflective Project:

The reflective project consists of 50 hours of the students CP course. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. Assessment of the reflective project is conducted by the school. IB then selects a sample for the school to send to an external moderator for confirmation of the school's marks. At the end of the reflection project, students must submit either a 3000-word essay or a combination of a 1500–2000-word essay accompanied by an additional format including film, oral presentation, interview, play or display.

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspect of their reflective project. They can choose to submit a written script instead (700 words).
- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music, and sound effects. Students can choose to submit a written script instead (700 words).
- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate ideas.

When it comes to assessment, teachers are encouraged to develop their own assessment criteria after collaborative deliberation for all core components (except the reflective project). Schools then report to the IB whether a student has satisfactorily completed the

requirements of the core. The grade awarded for the reflective project is reported to the IB via the IBIS.

2. Assessment of the Language and Cultural Studies core:

At Sreenidhi International School assessment of language learning is an ongoing process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the student's knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the student's language phase and abilities.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening, or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used. The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. This is not assessed by the IB but may be subject to sample review during CP evaluation.

Language development runs concurrently with the other elements of the CP core.

3. Assessment of the Personal and Professional Skills:

Personal and professional skills constitute 90 hours of the IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. Every PPS course is precise to the school and created with the aid of using the school in the local context including but not confined to social and communication skills, thinking skills, research, self management skills, etc. students are expected to always showcase these skills in all endeavours. The assessment of this is interconnected with the complete IB career related programme as a unit. Teachers can also additionally use interactive approaches to assess grasp of this aspect as well as focus on trouble areas. Formative assessment techniques are recommended for the assessment of personal and professional skills.

4. Assessment of the Service-Learning:

Service learning consists of 50 hours of the student's CP core dedicated to authentic real-life service-learning projects. All CP students are required to engage in a service-learning programme. Completion of service learning is based on student achievement of the five service-learning outcomes.

As part of the programme, students engage in three interviews with their service-learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.

- The first interview is at the beginning of the service-learning programme.
- The second interview is at the end of the first year of the service learning programme.
- The third interview is at the end of the service-learning programme. The provision of service learning is expected to run concurrently with the other components of the CP core.

All students are required to maintain and complete a service-learning portfolio as evidence of their engagement with service learning throughout the programme and of application of the five stages of service learning. While not formally assessed, the portfolio gives students an opportunity to outline and reflect on their service-learning experience.

- Investigation: students are expected to examine a specific issue and identify a need within the community. Having an inventory of interests, skills, talents and areas for personal growth, students can make choices based on their priorities and abilities and the designated need
- Preparation: students spend time obtaining knowledge to assist them recognise the real needs of the community and coming up with a plan.
- Action: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners or in groups.
- Reflection: Students reflect keeping in mind personal, local, and global contexts. Continuous reflection is vital to assist informed action and determine subsequent steps.
- Demonstration: students need to be specific in the how, what, and why of their learning and this ought to be documented simultaneously and build on the service-learning portfolio.

Award of the certificate of the IBCP

Below are the failing conditions for the IB Diploma Programme:

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or above in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.

