

**RYAN GLOBAL SCHOOL, KHARGHAR**  
**ASSESSMENT POLICY**



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## **IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and 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**

**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.

**(REF: academic integrity, IBO.org, October 2019)**

## **OUR PHILOSOPHY**

### **RYAN GLOBAL MISSION**

The school has a broad interest in the field of quality education and excellence committed to enabling holistic development of young minds. The school empowers the students to raise their academic and personal potential in a dynamic environment that values analysis, dedication and observation. Our School is built to create a 21st century learner who will emerge as a national and global citizen through an innovative learner centred pedagogy delivered by inspiring educators. We aim to create open minded lifelong learners, with intercultural understanding contributing towards a better world as ethical citizens.

Our offering is structured around

- **12-point vision** (Human Resource Development, Art and Culture, Environment, Philanthropy, Values, Education, Sports, Healthy Living, Finance, Entrepreneurship, Media, Leadership)
- **KASSM** approach (Knowledge, Attitude, Skills, Social, Moral Values)

## **ASSESSMENT AT RYAN GLOBAL SCHOOL KHARGHAR**

### **INTRODUCTION**

Assessment is an effective tool to check the learning outcome of the teaching and learning process. Assessments are scheduled in order to understand what and how much students have gained and which new skills they have developed from their curriculum in the academic year. The ultimate use of this is to guide teachers to improve their teaching and students to improve their learning and contribute to the program's efficacy. It also provides proper information about a student's progress to the parents.

### **PHILOSOPHY OF ASSESSMENT AT RYAN GLOBAL SCHOOL KHARGHAR**

Our assessments are made to be valid, trustworthy, and fair in order to motivate students to perform to the best of their abilities. It has a real and lifelong pathway for study and work.

The assessment helps students to be enquirers, communicators, knowledgeable, open-minded, reflective, and balanced. It allows students to reflect better on their learning and encourages them to be enquirers. Our flexible assessment structure provides good teaching and learning time, encouraging a robust conceptual understanding of the subject, acquiring skills, and

improving knowledge. Assessments should cater to the student's individual needs and provide students with appropriate and timely feedback on their learning.

Teachers use assessments to guide students in managing their time effectively and plan throughout the curriculum to score better. The assessment should be continuous, regular, and frequent to score better.

At RGS Kharghar, we believe assessment should complement learning outcomes. The Assessment Policy should be flexible, as a flexible structure helps to maximize learning and have a strong grasp of the subject. It also encourages new thinking, growth, and to have cross-curricular connections.

## **OBJECTIVES AND PURPOSE OF ASSESSMENT POLICY**

At Ryan Global School, we believe that assessments satisfy the following purposes:

- To provide a base for teaching and learning along with evaluation, correction, information, and reinforcement.
- To evaluate students' previous knowledge and willingness to learn new topics. To enhance teaching and learning outcomes, keep in mind its different approaches, and ensure learning is always compelling and gripping.
- To evaluate and analyze the student's level of knowledge and understanding on the subject topics. For example, to determine the student's level of comprehension of English, the language of instruction at the school.
- To evaluate the strengths and weaknesses of a student and accordingly work out to achieve impactful learning.
- To motivate students to participate in reflection and review actively.
- To help teachers differentiate learning for effective teaching and ensure their teaching meets the need of the students.
- To provide proper feedback to the parents, teachers, and students for maximum learning outcomes.

This policy is interlinked with other policies at RGS

- Admission policy
- Inclusion policy
- Academic Honesty Policy
- Language policy

## **WAYS OF ASSESSMENT**

An unbiased, fair, and divergent Assessment Policy is needed in order to help students to achieve desired academic goals and motivate learning. Students are assessed and observed in different situations.

## **FORMATIVE ASSESSMENT**

Formative assessments are done on a continuous and regular basis. It helps to understand the outcome of the teaching methods and make changes whenever necessary. Teachers should plan proper formative tasks for each lesson and decide the frequency of Formative assessment.

Formative assessment provides continuous feedback to teachers and students to help teachers change their teaching strategies and ensure that all learning styles are addressed equally.

Formative assessments encompass:

- Diagnostic assessments are planned at the start of each unit to know students' prior knowledge and remove understanding deficiencies.
- Self and peer assessment (assessed quarterly)
- Quizzes (assessed monthly)
- Worksheets (assessed monthly)
- Individual presentations and group presentations (assessed quarterly)
- Teacher's observations (conducted in real-time)
- Student-led conferences (conducted annually)
- Multimedia presentations
- Oral interaction with peers and teachers
- Internships and work placement (annually)
- Role-play

## **SUMMATIVE ASSESSMENTS**

Summative assessments are used to assess and define the students' levels of achievement. It also helps to generate reports that will help teachers to modify the teaching methodology for optimum curriculum delivery. It also assists teachers in assessing whether the students have reached their target levels. Summative assessments are planned in advance and conducted at the end of each course.

Summative assessments encompass:

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

## **ASSESSMENT TOOLS**

### **PERFORMANCE ASSESSMENT**

Teachers evaluate the level of the work submitted by pupils using a variety of samples and examples as a standard.

### **OBSERVATION**

Teachers are expected to create a checklist for each criteria that the student is expected to demonstrate. Teachers can use this checklist to document the academic progress of an individual, a group of students, or the whole class.

### **PROCESS - FOCUSED ASSESSMENTS**

The students' interdisciplinary and other skills are noted and recorded, keeping in mind the typical and non-typical behaviours. Assembling numerous observations, boost reliability, and arranging evidence from different situations improves reliability.

## **SELF ASSESSMENTS**

It involves students assessing and identifying their strengths and weaknesses and taking corrective measures to adjust their learning accordingly. Self-assessment helps students develop reflective skills and makes them judge their work about the assessment criteria.

## **PEER ASSESSMENTS**

It means students are responsible for assessing each other's work against set assessment criteria. It makes students more responsible and knowledgeable and develops a better understanding of different approaches to learning.

## **IBCP ASSESSMENT, EXAMS, AND AWARD CRITERIA**

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

- At the end of each DP course, written examinations are conducted and are assessed and graded by IB examiners as per international standards. Each course is awarded between 1 to 7, 1 being the lowest and 7 being the highest.
- To get the award of the CP, students must achieve a grade 3 or higher in at least two DP subjects registered for the IBCP.
- All students must complete the four CORE elements of the IBCP, including language development, service learning, reflective project, and personal and professional skills.
- Reflective projects will be assessed by the school but graded by IB. Students must achieve at least a grade D
- The school will assess personal and professional skills, service learning, and language development.
- CRS providers should ensure that all the CRS modules are completed and assessed internally and externally.
- There should not be any charges or penalties for academic misconduct against the student.

## **THE GRADING SYSTEM FOR CAREER-RELATED STUDY**

The duration needed for career-related study is 720 hours. Each module consists of individual assessment criteria, which are assessed internally by the school and externally by WACP (an accredited CRS service provider) and a capstone project.

Assessment of the Career-Related Study modules is bifurcated into two sub-sections

1. Continuous internal assessment
2. External assessment

RGS school will offer the following Career Related Studies:

1. Artificial intelligence
2. Event management
3. Business management

The school will be responsible for conducting CRS assessment which the CRS provider will moderate. CRS Examinations will be held twice a year just before the DP exams. The assessment results will be shared with the students and parents over email.

## THE GRADING SYSTEM FOR DIPLOMA COURSES

Each student should complete a minimum of two DP courses. The student must achieve at least a grade 3 in the chosen DP subjects to qualify for the IBCP diploma.

Students can choose courses from any group of the DP (As per the options provided by the school). Students can study more than one course from the same group at standard level (SL) or higher level (HL) in any combination. However, some provisions do apply, such as the following:

- Regardless of the level (HL /SL), students cannot be registered for the same subject twice.
- Students cannot be registered for any two mathematics HL and mathematics SL.
- Only one DP subject at SL can be completed in the first year of the CP; any other SL subject must be completed over two years; further SL subjects can be completed in the first year as "additional subjects," but these will not contribute to the award of the CP.
- HL subjects must be completed over two years, and HL subjects cannot be completed in the first year to contribute to the award of the CP.

DP courses that are relevant to their chosen CRS should be advocated for by the students.

IB follows a 7-point grade system (wherein 7 is the highest and 1 is the lowest). External IB examiners assess the written examinations in the diploma courses on the following parameters. The table below allows for general descriptors to the assessment task with specific details where necessary.

### **Group 3 (individuals and societies) grade descriptors Individuals and societies**

<b>Grade 7</b>	Demonstrates: conceptual awareness, insight, knowledge, and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner, and illustrated with appropriate examples; precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyze and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analyzing and evaluating data or problem-solving.
<b>Grade 6</b>	Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured, and well developed; consistent use of appropriate terminology; an ability to analyze, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories, and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyze and evaluate data or to solve problems competently.
<b>Grade 5</b>	Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to

	integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyze and evaluate data or to solve problems.
<b>Grade 4</b>	Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.
<b>Grade 3</b>	Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.
<b>Grade 2</b>	Demonstrates: limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.
<b>Grade 1</b>	Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

(ref: **Diploma programme grade discripiter.pdf, IB resource centre, 2017, updated in 2021**)

### **Group 4 (sciences) grade descriptors Sciences**

<b>Grade 7</b>	Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts, and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidence of great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative, practical work with highly competent investigative and analytical techniques and with innovative and effective conclusions to resolve authentic problems.
<b>Grade 6</b>	Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts, and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high



	<p>level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidence competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques and with highly competent and reasonable conclusions to resolve authentic problems.</p>
<b>Grade 5</b>	<p>Displays broad subject knowledge and shows a sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.</p>
<b>Grade 4</b>	<p>Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Group 4 (sciences) grade descriptors Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.</p>
<b>Grade 3</b>	<p>Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.</p>
<b>Grade 2</b>	<p>Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.</p>
<b>Grade 1</b>	<p>Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in</p>

	investigative activities. Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.
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(ref: **Diploma programme grade descriptor.pdf, IB resource centre, 2017, updated in 2021**)

**Group 5 (mathematics) grade descriptors Mathematics**

<b>Grade 7</b>	Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.
<b>Grade 6</b>	Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.
<b>Grade 5</b>	Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).
<b>Grade 4</b>	Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient ).

<b>Grade 3</b>	Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some Group 5 (mathematics) grade descriptors Grade descriptors 17 mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.
<b>Grade 2</b>	Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.
<b>Grade 1</b>	Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

(ref: [Diploma programme grade descriptor.pdf](#), IB resource centre, 2017, updated in 2021)

## GRADING SYSTEM FOR IBCP CORE SUBJECTS

School will encourage regular upgrading and strengthening of proficiencies amongst teachers which will help them to develop their own assessment criterion for all core components (except the reflective project). The Assessment criteria should be based on the context of the assessment, the course requirement and the students.

The approaches to assessment should ensure that students should be aware of the expected outcome and updates. Students must know that the assessment criteria of their achievement is valid, reliable, consistent, authentic and fair.

The IBCP core components should be designed keeping in mind the interest, needs, and backgrounds of the students. CP-core teachers are expected to develop their own assessment criteria after the collaborative meeting of all core components except the reflective project. The Reflective project grades will be submitted to IB via IBIS. Schools need to report to IB about satisfactory completion of the core components.

### 1. ASSESSMENT OF THE REFLECTIVE PROJECT

The Reflective Project focuses on an ethical dilemmas of issue that is linked to the student's career-related study. The duration of the reflective project will be 50 hours. The school will conduct the assessment of the reflective project.

IB will select a sample, and the school will send it for external moderation for confirmation of the school's marks.

for final evaluation of the reflection project, students must submit:

- A 3000-word essay
- OR
- A combination of a 1500-2000-word essay
- Additional format: A film/oral presentation/ interview /play /display.

The permitted additional formats are:

- **A short film** (7 minutes). Students are free to make a video if they think its an important part of their reflection project, such as a play, documentary, or news report. A written script can be submitted instead of 700 words.
- **A spoken presentation** (recorded on audio/video; 7 minutes). A presentation allows students to address aspects of their reflective project in a spoken format. A written script can be submitted instead of 700 words.
- **An interview** (recorded on audio/video; 7 minutes). Interview is conversation between two or more people, students can use their creativity to develop a discussion A written script can be submitted instead of 700 words.
- **A play** (recorded on audio/video; 7 minutes). The play should include characters performing a spoken drama that supports the play's reflective project components. It can also include music, sound effects, and dialogue. A written script can be submitted instead of 700 words.
- **A display** (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard or photo essay tells a linear tale using images. The goals of their images and how it will advance the larger reflective endeavour are up to the students. It might, for instance, give a summary of their reflective endeavour, generate discussion points, or provide examples of specific concepts.

(ref: reflective project guide, IB resource centre, 2016)

Criterion	Aspect of reflective project assessed	Marks Available
A: Focus and method	<ul style="list-style-type: none"> <li>● Ethical dilemma and issue</li> <li>● Research Question</li> <li>● Methodology</li> </ul>	6 Marks
B; Knowledge and understanding in context	<ul style="list-style-type: none"> <li>● Context</li> <li>● Local and global example</li> <li>● Alternative perspectives and perceptions of dilemma</li> </ul>	9 Marks
C: Critical thinking	<ul style="list-style-type: none"> <li>● Research</li> <li>● Analysis</li> <li>● Discussion and evaluation</li> </ul>	12 Marks
D: Communication	<ul style="list-style-type: none"> <li>● Structure</li> <li>● Layout</li> </ul>	3 Marks
E: Engagement and reflection	<ul style="list-style-type: none"> <li>● Process</li> <li>● Engagement</li> <li>● Research Focus</li> </ul>	6 Marks
<b>Total marks</b>		<b>36</b>

(ref: reflective project guide, IB resource centre, 2016)

## 2. ASSESSMENT OF CP-CORE-THE LANGUAGE DEVELOPMENT CORE

The school assesses the language development assessment. Teacher may plan any kind of assessment, like group assessment, can include dances, role play, music, etc.; individual assessments may include storytelling, written tests, essay writing, etc.

Students are expected to create their own language portfolio; they need to complete it as per the school's instructions. This portfolio will not be assessed by IB but is subject to review during IBCP evaluation.

Language development progress is assessed based on the progress of the language portfolio. Language development runs simultaneously with other CP core components.

## 3. ASSESSMENT OF CP-CORE- PERSONAL AND PROFESSIONAL SKILLS

The duration of the PPS course is 90 hours. PPS prepares students for the future pathway through personal and professional transferable skills. Every PPS course is unique and should include self-management, social and communication, thinking, research, etc. Students should showcase these skills in all endeavours and at all times. PPS is the central part of the IBCP core as it connects all elements of the IBCP Core as a unit. The teacher can use various interactive ways to gauge students' understanding and focus on problem areas. Formative assessment techniques will be used for the PPS assessment.

## 4. ASSESSMENT OF CP-CORE THE SERVICE LEARNING

The duration of Service-learning is 50 hours. Students prepare service learning portfolio by following these three steps: learning portfolio:

- **Investigation:** Students are expected to analyse a selected issue and identify a need in the community.
- **Preparation:** Students spend time acquiring knowledge to help them understand the community's real needs and develop a plan.
- **Action:** Students move according to the plan of action created through direct service, indirect service, advocacy or research or a combination of several service types.
- **Reflection:** Students need to reflect on personal, local and global context at this stage. Reflection is a continuous process to identify the next step.
- **Demonstration:** All the students are expected to have clear understanding about their learning and it should be documented in the portfolio of service learning.

(ref: thinkib.net, career-related programme for the IB by Rebecca Pickard, November 2021)

## PREDICTED GRADES

IBCP coordinator responsibility is to submit grades to the IBO. As per the requirement of IBO teachers should submit the predicted grades of Grade-12 students to the IBCP coordinator. Predicted grades are also required for the university application.

Predicted grades accurately represent the student's final grades expected in the forthcoming examination session. The predicted grades provided to the students should be based on the IBDP Grade Descriptors. Teachers need to make sure that their grades should be confidential.

**(ref: Career-related Programme Assessment procedures 2022, C3.3 Internal assessments and predicted grades, IBO resource centre)**

## **STANDARDIZATION AND MODERATION OF INTERNAL ASSESSMENT**

Collaborative sessions will be planned every quarter by the teachers for the moderation of the school's internal assessments. In order to ensure that reliable and fair grades are allotted, teachers utilize a variety of quality checks and processes.

Teachers need to maintain strict standards and reliability in marking. This means that the marks awarded should be consistent with assessment repeated on different occasions and evaluated by different examiners.

Head of the department, teachers and examiners need to collaborate to set the standard of marking the assessment through deliberation and cooperation. All examiners should strictly follow the standards while marking a student's work.

The samples of Internal Assessment are required for moderation; it is the process of validating Internal Assessment marks. Moderation helps IB to align the marks awarded by the school for that subject as per IB standards. All the teachers of a subject should standardize the marking.

Teachers are expected to comment on all candidates' work submitted for IA to specify the allocation of marks. The examiners can refer to these comments while moderating the candidate's work. Apart from submitting marks and predicted grades, the teacher/coordinator has to maintain a record of internally assessed work for moderation by IB.

## **ASSESSMENTS IN SPECIAL CIRCUMSTANCES**

Adverse Circumstances Form has to be filled by the candidate in following situations:

- Temporary illness, injury, severe stress, challenging family circumstances, bereavement, or health or safety issues which are beyond candidate control but are detrimental to his/her performance.
- In case of any civil unrest or natural disasters that may affect the whole school community.

The duly filled form has to be submitted to the IB assessment centre along with requisite medical documentation. The form has to be submitted within 10 days after the candidate's final examination.

### **RESCHEDULING OF EXAM DUE TO HEALTH ISSUES:**

In a situation where a candidate is too unwell, the IB Coordinator should inform the IB to reschedule an examination within 24 hours of the original date. All emergency rescheduling regulations must be strictly followed; as any unauthorized rescheduling can result in the candidate's mark for the examination being unacceptable.

### **ALTERNATIVE LOCATION ARRANGEMENT DUE TO ILLNESS OR INJURY:**

In an emergency situation when a candidate is too ill or injured, and unable to give an exam from school; an examination can be administered to a candidate in an alternative location

(home or hospital). All regulations regarding administration of examinations must be observed and an invigilator has to be sent from school. The invigilator can't be a parent, guardian and family member.

In a situation which prevents the candidate from writing the exam in the usual way, the Coordinator can give permission for the following with reporting to IB

- 25% additional time, as per the circumstances or
- the use of a word processor or
- 25% additional time with a scribe.

## **PROVISION OF REST BREAKS IN CASE OF INJURY:**

In a situation, where a candidate is ill or injured but still able to attempt an examination in school, the coordinator can give rest breaks and the examination will be conducted in a separate room. The coordinator will report the circumstances to the IB.

Depending on the seriousness of injury of the candidate, the Coordinator can allow:

- 25% additional time, as per the circumstances or
- the use of a word processor or
- 25% additional time with a scribe.
- These access arrangements must be reported to the IB.

## **A CANDIDATE IS ABSENT FROM AN EXAMINATION**

In a situation where a candidate is absent for the examination, the coordinator will report the absence to the IB by sending the individual cover sheet (marked as absent) to the scanning centre as usual.

## **IN CASE OF POWER FAILURE**

If there is power failure or no sufficient light, the examination should be stopped and time should be recorded.

For a short duration of power failure, candidates should remain at their respective seats, without communicating and must be supervised all the time, until the examination can resume. After resuming the examination, the full time should be given for the examination by considering the duration of power failure.

The examination should be suspended in case of long/intermediate duration of power failure. If candidates have seen the content of the paper, then the answer scripts have to be collected and submitted for assessment as usual. A detailed report of the examination will be emailed to the IB as soon as possible.

The examination has to be rescheduled as early as possible if

- the examination has not started and
- candidates have not yet seen the paper's content or
- candidates cannot return to complete the examination.

The Coordinator must ensure the security of the examination papers and submit a full report to the IB at the earliest.

## **IN CASE OF EMERGENCY EVACUATION**

In case of a fire alarm, bomb threat or natural disaster or national threat, civil unrest, etc. if the examination room needs to be evacuated, the following procedure should be followed:

- Instruct the candidates not to be panic,
- Candidates should not communicate with each other.
- Invigilators should ask candidates to turn their scripts over so they cannot be read.
- Invigilators record the time when the examination was stopped and how much time is left.
- Evacuate the room immediately and remind the candidates not to communicate with each other even outside the room.

If candidates can return to the examination room to resume the examination, record the time when the examination restarted and allow the full remaining time.

If candidates cannot return to the original examination location and examinations can be conducted in an alternate venue if available. Under such conditions, the new venue and the examination can resume. The candidates must remain supervised and not allowed to communicate with each other during this time.

The examination should be suspended if arrangement of an alternative venue or returning to the original examination room is impossible,

## **IN CASE OF EXTREME WEATHER**

Suppose examination cannot be conducted at the scheduled time or on the scheduled day due to an emergency situation, such as extreme weather conditions. In that case, it must be rescheduled to the earliest possible opportunity. The coordinator must ensure the security of the examination papers and submit a full report to the IB at the earliest.

## **IN CASE OF NATURAL DISASTER**

Suppose examination cannot be conducted at the scheduled time or on the scheduled day due to any emergency situation, such as an earthquake or natural disaster. In that case, it must be rescheduled to the earliest possible opportunity. The coordinator must ensure the security of the examination papers and submit a full report to the IB at the earliest.

## **IN CASE OF CIVIL UNREST / IF IT IS DANGEROUS TO TRAVEL OR BE IN SCHOOL/ SCHOOL IS CLOSED**

If examinations cannot be conducted at the scheduled time or on the scheduled day due to an emergency situation, such civil unrest (when it's dangerous for candidates to travel to school or the school has been closed). The examinations must be rescheduled to the earliest possible opportunity. The coordinator must ensure the security of the examination papers and submit a full report to the IB at the earliest.



## **CONDUCT OF EXAMINATIONS**

The examinations should be conducted in accordance with the IBO guidelines. As stated in academic honesty policy, any kind of malpractice during examination will have severe repercussions.

The Coordinator should conduct a short training for invigilators to ensure invigilators are aware of the procedure and understand their responsibilities before the exam.

The following protocols must be followed at the time of subject examinations

- It is the responsibility of the IBCP coordinator to ensure that all question papers and support materials are received.
- the closing date. The IBCP coordinator should ensure that storage of examination papers are secure with restricted access and that no tampering is done. The seal of exam papers will be opened only in front of students and invigilators in the examination room.
- A cover sheet has to be completed and attached for each examination.
- All invigilators are given an exam booklet/handbook containing guidance on conduct of examinations which they have to carry to the examination room. 1 invigilator is required for every 20 students.
- It is the responsibility of the Subject teacher to recheck that all the papers are printed correctly and the required support material is made available.
- Investigation on any kind of misconduct will be carried on with full seriousness and dealt with sternly. Any material used for cheating will be confiscated straightaway and immediate action will be taken for malpractice in accordance with academic honesty policy.

## **PROTOCOL FOR MISSED ASSESSMENTS**

In case of adverse circumstances, if a student cannot sit for an examination or submit an assignment, the student must submit appropriate reasons for absence. The reason has to be verified by the IBCP coordinator, if it's genuine then the IBCP coordinator and HOS may decide to conduct a re-examination.

## **ASSESSMENTS AND ACADEMIC HONESTY**

All the students must ensure that they submit original pieces of work under teacher's guidance. In case of any malpractice or misconduct, the repercussion will be in accordance with the academic honesty policy.

## **RESULTS OF ASSESSMENT**

Results of formative assessment are mainly used by subject teachers and head of the department for assessing the progress of learning and teaching outcomes. The results of formative assessment may be shared with the students depending on the assessment methodology used.

## **REPORTING TO PARENTS:**

The school should share the summative assessment results with students and parents/guardians annually by conducting parent-teacher meetings.

Semester report cards are also shared with the parents which will help parents to understand, promote and motivate their children for improved performance. Student progress may be shared with Parents/ guardians via email wherever necessary. Results of termly reports will be available on the school MCB portal.

Parent-teacher meetings and discussion are also conducted at the discretion of CP Coordinator.

## **AIU ACCREDITATION**

The IBCP certification has been recognized and accredited by the AIU association of India. For admissions to Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

## **STUDENTS WITH SPECIAL EDUCATION NEEDS**

As per the school inclusion and special needs policy, the HOS, IBCP coordinator, subject teachers and school counsellors are responsible for special arrangements for SEN students. Adequate arrangements for the teaching and assessing will be made for the students who need additional learning support.

The following process will be followed:

1. The school's special needs Counsellor conducts a series of observations to assess needs.
2. The teacher/counsellor makes a referral for SEN after specific observations.
3. Preparation of formal report with recommendations.
4. This is also shared with HOS and parents/ guardians.
5. An action plan is formulated to assist the student.
6. Frequent reviews are conducted to assess progress and/or further requirements.

RGS Kharghar School is only equipped to cater to mild/ moderate cases of special needs.

## **POLICY REVIEW**

Assessment is a continuous process. The teachers and examiners will review the assessments policy annually in collaboration with Head and CP-Coordinator to discuss the changes required. Through collaborative planning and reflection CP-coordinator ensures to incorporate suggestions based on student's learning needs and styles.

The outcome of the assessment determines what refinement and modifications to the particulars of the assessment needs to be done to improve future assessments. Changes for improvement to new assessment methods will be discussed collaboratively. The IBCP coordinator, head of the school, core supervisors and teachers, and the joint efforts from the school pedagogical team are responsible for reviewing the assessment policy annually.

## **COMMUNICATING POLICY**

All the assessment Policy and Procedure should be communicated with the Parents in the following way:

- Parents will be provided with a syllabus booklet for the academic session to have an idea about unit-wise topics.
- Regular parent meeting sessions to update parents with the philosophy
- Handbooks of core subjects.
- Assessment Policy will also be available on the school Portal [ MCB]

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