



DR. PILLAI GLOBAL ACADEMY

local actions...global options

ASSESSMENT POLICY

2018

(Revised)

School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai

This journey of life encompassing the entire world has its base in our educational institution, Dr. Pillai Global Academy.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency. A student in this new world must grapple with 2 core facts of life: One, where he encounters immense competition & the other where he has access to infinite opportunities. These students must be equipped well to deal with the competition efficiently. Skills required for competing & critical analysis help them in their choices.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe, not only diversified knowledge, but also teaches them how to harness this knowledge to the new world.

The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra-curricular and co-curricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21st century.

School Vision

“To develop local actions to create global options”

School Mission Statement

We are committed to provide a holistic education based on new-generation academics that create not just powerful career options for our students, but which empowers them to become key contributors to the global community and the environment in which they live. We strive to achieve nation-building through character-building and we do so through an approach of mentoring.

The IBO mission statement

The International Baccalaureate Organization 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 IBO 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.

One of our major aims is to prepare students to be Global citizens.

The Core Values at Dr.Pillai Global Academy are

***F*uturistic Vision**

***R*esilience**

***E*thical understanding**

***S*piritual strength**

***H*olistic Development**

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INTRODUCTION:

The 'Assessment Policy' is a comprehensive statement of DPGA of assessment policies and procedures for teachers and students. It is applicable majorly to the IBDP community. While it includes the Secondary school section, it permeates down to the lower grades too, wherever applicable. Reflecting the academic honesty policy, this policy is a working document and is revised annually. It is made available to the members of the school community and a printed copy is retained in the school libraries.

This policy has been approved by the members of the governing body and is binding on the members of the school community. It outlines the following:

- The assessment procedures that the staff and students need to follow.
- Teachers' assessment responsibilities
- Responsibilities of the Examination Committee
- Responsibilities of the Promotion Committee
- The appendices include the 'Internal Assessment' calendar for the two years Diploma program and the subject specific timelines created by each teacher in line with the subject assessment requirements, the school philosophy, Diploma requirements criteria

-An examination committee has been formed. This consists of invigilators, supervisors, examination officer, proctor, the DP coordinator and the head of the school

-The Promotion committee scrutinizes the results and makes recommendations for continuation or termination of the program for the student concerned.

-Teachers answer the question papers set by them to counter any discrepancy with regard to the numbering of question, grammatical error, repetition and the like.

-Mark-schemes have to be drawn out by the teachers prior to the submission of the question papers.

This makes it easier for authentic corrections.

The assessment policy in relation to the school mission & the IB Mission

We are committed to provide a holistic education based on new-generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. We strive to achieve nation-building through character-building and we do so through an approach of mentoring.

The abovementioned school mission statement outlines the academic and supportive expectations from the educators. While it aligns with the IB mission statement, it reassures the implementation of the basic requirements of an educational setup that includes assessment.

At DPGA, we believe that each student is an achiever and has the capability of reaching the highest mark/ grade point. In this regard, DPGA provides not only the best of the human and material resources to hone his skills but also the environment that will prove to be conducive to his growth as a student. We aim to provide each student with the highest rank possible in order to make him capable of acquiring admission in the best of the universities in India and abroad.

We at DPGA believe that in order to set achievable goals for the students, they must be provided the basic skills required. The procedure to be followed begins with the management members and permeates down to the learners. The overall school management is responsible for the success of the school. While the management supports the teachers in reaching their goals and achieving their targets, it also provides the professional development required for it. While each subject teacher is provided with the training of his/her subject (in house or outside), the IB coordinator further trains the teachers in their assessment management. The higher and the middle management members of the school, work in tandem to analyze student performance in order to provide remedial action if required.

Reflecting on the IB assessment requirements, this assessment Policy was formulated keeping in mind the following:

1. *Assessment at the school aligns with the requirements of the programme(s).*
 - a. *Assessment of student learning is based on the objectives and assessment criteria specific to each subject.*

At the beginning of the course, each teacher communicates the assessment criteria and the assessment method pertaining to their respective subjects. Formative assessments serve as examples of the assessment criteria being put into practice.

2. *The school communicates its assessment philosophy, policy and procedures to the school community.*

On orientation days and induction programs, the assessment philosophy, policy and procedures are communicated to the school community. The student handbook prepared by the school and 'guide to the Diploma Program for parents and legal guardians' is given to the students and parents. These documents contain the details of the assessment programs at DPGA.

3. *The school uses a range of strategies and tools to assess student learning.*

DPGA uses different strategies, tools and methods to assess student learning. (refer 5.1 to 5.5)

4. *The school provides students with feedback to inform and improve their learning.*
5. *The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).*
6. *The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).*

Feedback is given through recording and reporting on two levels- formative and summative assessments.

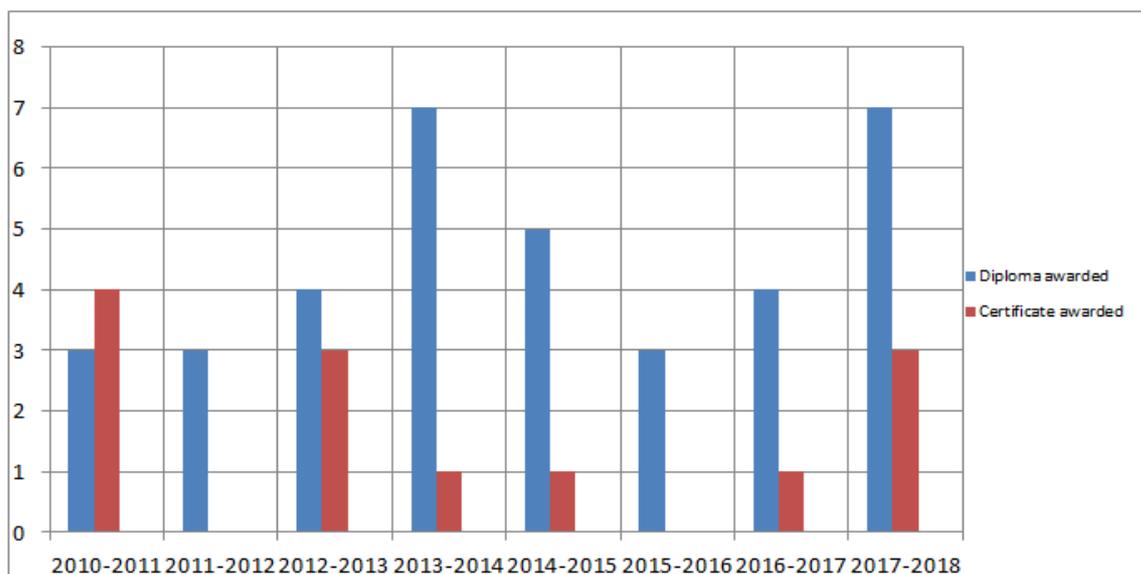
Formative assessments: Student performance in test presentations and projects etc. is discussed in class, weaknesses and strengths are identified and a one to one discussion takes place between the student and the teacher. Concrete suggestions and recommendations are made to improve performance.

Summative assessments: A more formal feedback procedure is employed wherein a report card indicating the progress of the student in each subject along with the written comments and observations of the subject teacher and the home room teacher are communicated to the students and parents.

7. The school analyses assessment data to inform teaching and learning.

Student performance is analysed after each examination. Teachers compile student performance data and meetings with the staff are held to evaluate the progress of the students. This strongly reflects on the teaching- learning process. While the teachers correct the papers, they simultaneously write a reflection on the student. This helps them in the overall student performance. Further, the subject reports prepared by the teachers, serve as an indicator towards finding solutions for improvement. Analysis of all formative and summative assessments helps towards arriving at a predicted grade for student admissions in universities. This predicted grade may however differ with the actual grade given by the IBO which then serve as a basis for further reflection on the teaching-learning process. The following graph represents the analysis on results in the past years of the IBDP.

Result Overview of Diploma Students



The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Appendix 3 & appendix 5 indicate the 'Self-Assessment' and reflection conducted by each student. This self-assessment, along with peer assessment and reflection, aids in their grade improvement. Further, CAS journals contain a self-assessment component wherein the students identify the 8 learning outcomes pertaining to each activity.

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Designated time is set for the Extended Essay within the timetable, wherein the importance, the procedure and the assessment criteria is communicated to the students. The IB coordinator and the Extended Essay in charge, help the students in identifying the subject for the essay. The subject specific supervisors then help them to formulate the essay title and the research question. Regular guidance is then provided towards the completion and fruition of the essay. While the consolidation of learning takes place along the way, the subject teachers and the extended essay in charge serve as guides and mentors for further reinforcement of learning. A teacher's extended essay checklist helps in ensuring that the extended essay meets all the requirements laid down by the IB. To ensure compliance with the academic honesty policy, the essay is uploaded on 'Turnitin' software. The assessment purpose –why

The purpose of Evaluation and Assessment

Since student learning is optimum in the educational journey, DPGA lays a premium on assessment and evaluation. A few major aims for assessment and evaluation are listed below.

To determine the extent of student knowledge and

understanding To determine the extent of teacher capability

To report the student performance and progress to the parents

To provide feedback to the school management for quality improvement

To help the students in university applications

To abide by the IBO assessment requirements

To prepare students for university rigor

To monitor student progress and achievement

To aid in the review of the curriculum

Formative Assessment: the major aim of formative assessment is to recognize and identify the learning requirements of the students and improve the learning process and methodology.

Summative Assessment: The major aim of summative assessment is to determine the extent of student efficacy and proficiency and his strength to attain the achievement level.

We at DPGA, seek to reduce any examination stress by promoting the ethos of competition against self rather than others. Formative and Summative assessments are used effectively, as students are given feedback about their performance. They are also encouraged to adjust their learning patterns to deal with any difficulties they may have encountered. IBDP Assessment Aims:

The IB Diploma Program Assessment: Principles and practice, mentions the following aims for the Diploma Program.

DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.

The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.

DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.

DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).

Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

The assessment process and tools- how Assessment at DPGA

While assessment determines the learner's level of understanding it also reflects the teaching-learning process in the classroom. It not only provides sustenance of knowledge and understanding, but also helps in enhancing the personality attributes and skills. All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their

understanding of subject matter. The assessment method carried out from the Nursery to IB has been listed below.

Pre-Primary: Early Years

Formative Assessment:

1. Class teachers conduct unit wise assessment (every week) towards the end of the week for the topic of that month.
2. Tools: Games, Activities, Projects, Worksheets, Oral Assessment.

Summative:

1. Class teachers conduct topic wise assessment towards the end of the month or after the completion of the topic.
2. Tools: Oral tests, Worksheet, Spell Bee (Dictations), Games, Activities and projects.

Primary: Grade 1 – 5

Formative Assessment:

The primary section conducts continuous assessment whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically account of all their performances during the academic year. The assessment involves:

- The thinking processes (Academics)
- Behavior
- Personality
- Manual Dexterity etc.

Under academics and manual dexterity, assessments are conducted at the end of each topic and assessment are carried out using the following tools –

- Class Activities
- Role Play
- Power point presentations
- Demonstrations
- Discussions
- Online Activities

- Projects
- Online Games and Class Games
- Worksheet etc.

Summative:

The students are graded according to the following criteria –

- Reading
- Writing
- Speaking
- Listening
- Projects
- Activities
- Worksheet
- Understanding
- Knowledge
- Application
- Reasoning
- Concept development
- Scientific enquiry
- Theory and Practical

Lower Secondary: Grade 6 – 8

Formative Assessment:

1. Teachers give worksheets for different topics to check the knowledge of the students.
2. Projects have been given to students for all the subjects.
3. Reading, listening, speaking and writing skills are enhanced in the languages by showing Power Point presentations and conducting different activities like Role play, Interview etc.
4. Progression tests, Terminal exams are conducted biannually to check the progress of the child.
5. Teachers take class test after every topic taught.

Summative:

1. Terminal exams are conducted after every 6 months.
2. External exams by Checkpoint Board conducted in the month of April for Grade.8 students.

Secondary: IGCSE (Grades 9 & 10)**Formative Assessment:**

1. Teachers conduct subject wise class tests after the completion of the topic.
2. Students are assessed on the basis of presentations made by them.
3. Projects are also assessed on the basis of the different topics.
4. Progression test are conducted.
5. The teachers as a part of Formative Assessments conduct self-study and seminars.

Summative:

3. Terminal exams are conducted after every 6 months.
4. External exams by the IGCSE Board conducted in the month of April – May.

Assessment in the IB Diploma program**Higher Secondary: IB**

Ranging through different groups of subjects, different procedures have been prescribed by the IBO to assess the acquired skills of the students. These skills are measured against the objectives of the subject through different tools either through internal assessments or external assessments and moderations. For each subjects group, assessment is conducted on the basis of formal examinations. The core subjects like the ToK, the Extended Essay and the written assignments, although written over the two years course, are assessed externally. The external assessment components include the following:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions

Multiple-choice questions

The 'Internal assessment' components are assessed by the subject teachers and are sent for moderation. They include about 20% to 30% of the overall mark per subject. Others like Visual art have about 50% of the practical out of the overall mark. The internal assessments include the following:

- Oral presentations in languages
- Commentary writing (Economics & BM)
- Research project (BM & Psychology)
- Experimental work in the sciences
- Investigations in mathematics
- Process Portfolio in Visual Arts.

Majorly, IBDP examinations are summative examinations and the main exams are held at the end of the two years course. Assessments are based on the assessment criteria prescribed by the IB. The overall subject assessments are based on a 7-point scale with 7 being the highest. With 6 group subjects, there are additional core group subjects like the ToK and the Extended Essay. While the 6 group subjects amount to a total point of 42, the core subjects hold 3 additional points on the highest scale, amounting to a highest total of 45 points. (See appendix 2: Diploma requirement criteria)

General and subject specific objectives of IB diploma courses focus on cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

Assessment for the IB diploma is *criterion-referenced*, not "norm" referenced. This means that students are not placed onto a normal distribution curve with a set portion of students deemed as having failed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

In order for students to have the opportunity to demonstrate their abilities, a variety of assessment methods, which take into account the different learning styles and cultural experiences of

students, are used. All subjects are externally examined, which means that an international grading team, by the IBO, evaluates the students' work. Most subjects also require *internal assessment*, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

IB Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- ***Personal research work*** - All students must give evidence of their ability to carry out independent work in the form of:
 - i.) an Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a RPPF form.
 - ii.) Guided coursework in some subjects. This work is internally assessed by the teacher who "guided" the student and is externally moderated by the IBO.
- ***Written examinations*** Held in May of the students' junior and/or senior year. These examinations include a variety of assessment techniques such as essays, short answers, and a minimal number of multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).
- ***Oral examinations*** conducted face-to-face with teachers, or by means of a cassette recording in the case of self-taught languages. Sample recordings are externally moderated.
- ***Internal Assessment*** for the Theory of Knowledge, and most other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
- ***School records*** maintained on juniors and seniors, which may be taken into consideration by Chief Examiners in exceptional circumstances when awarding final grades.

All forms of assessment are designed to measure the extent to which the individual student has met the aims of the subject. Therefore, the assessment tools go far beyond testing the ability to memorize isolated facts and bits of information. The assessment tools measure what students have acquired in terms of their ability to integrate knowledge, apply academic skills, and effectively communicate their understanding of subject matter.



Assessment Policy in relation with IB learner Profile

- Assessment provides information about students learning and development, in the class room as a framework for planning, collaboration and self-reflection.
- We assess student's learning through informal observations to give them feedback on the areas of improvement in the learner profile attributes.
- Engaging peer and group activities in the assessment of the learner profile attributes.
- Learners reflect on their understanding and development and help foster their growth as students which encourages them to continue as learners.
- Our assessment is used as a teaching tool that meets the needs of all the learners in the classroom.

Assessment policy in relation to the Academic Integrity policy

DPGA seeks to maintain and promote the highest standard of academic integrity amongst its faculty and students. Additionally, it provides guidance to teachers and students to enable them to adhere to the academic honesty principles and discourage any sort of malpractice in order to optimize the teaching – learning outcomes, thereby ensuring that students do not knowingly or unknowingly jeopardize their diploma.

In the area of internal assessment teachers are informed in no uncertain terms that assignments, be they commentaries, portfolios, research projects etc. needs to be the work of the student him or herself and the information is authentic and not fabricated. This needs to be confirmed with the help of the anti-plagiarism software 'Turnitin' that has been prescribed. The preferred method adopted for acknowledging ideas, sources, needs to be adhered to.

Guidelines laid down by IB with regards to the preparation (question papers, mark scheme, strong room, examination/proctor room) and conduct of examinations (seating arrangements, announcements before and at the end of examination) the subsequent assessment done in accordance with the prescribed criteria (corrections of papers done in designated room and

preparation of teachers' reflection sheet) and reporting of results in a fair and unbiased manner (open day) is second nature to all IB teachers.

Assessment policy in relation to the SEN Policy

(Matter and ideas taken from: “learning diversity in the IB: Special educational needs within the IB programmes)

Since IB supports the view that “individual differences are not problems to be fixed, but opportunities for enriched learning”, IB teachers are encouraged to practice “differentiation in teaching through identifying a student’s learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student’s true potential”. This is reflected also in the mode and method of assessment used for evaluation. Differentiated assessment practices with the purpose and outcome of the assessment need to be made explicit to all concerned. On-going assessment assumes importance and becomes the vital key to informed teaching and learning for both teachers and students. Self-reflection and peer review, enhances and supports all students to become independent and responsible for their own learning.

Besides, in cases where special arrangements are required, the guidelines prescribed by IB will be scrupulously observed (see document: Candidates with special assessment needs).

The Reporting procedure

An effective reporting procedure provides the members of the school community with opportunities to evaluate the outcome of the learning process. Our academy provides feedback to parents on a quarterly basis by sharing learning outcomes and the level achieved by the students. Parents’ concerns are resolved on the Open House days and PTC (Parent-Teacher/s Counselor) meets, if in the better interests of the student, implemented. Feedback is given through recording and reporting on two levels- formative and summative assessments.

Formative assessments: Student performance in test presentations and projects etc. is discussed in class, weaknesses and strengths are identified and a one to one discussion takes place between the student and the teacher. Concrete suggestions and recommendations are made to improve performance.

Summative assessments: A more formal feedback procedure is employed wherein a report card indicating the progress of the student in each subject along with the written comments and observations of the subject teacher and the home room teacher are communicated to the students and parents.

Grading procedure

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year

7–Excellent
6–Very good
5–Good
4–Satisfactory
3–Mediocre
2–Poor
1–Very Poor

IB Grading Scale:

A = 90 – 100%
B = 80% - 89.9%
C = 70 – 79.9%
D = 60 – 69.9%
F = less than 60%

Diploma Program uses the following numerical scale in each individual subject area.

Additionally, the assessments for the Theory of Knowledge and Extended Essay follow a letter grade system as seen below.

A–Excellent
B–Good
C–Satisfactory
D–Mediocre
E–Elementary
N–No grade

Every IB Subject is graded on a scale of 1 to 7. This score is a composite of various assessments.

Example: English

Internal Assessments

- Oral Presentation (15%)
- Oral Commentary (15%)

External Assessments

- World Lit Essay 1 (10%)
- World Lit Essay 2 (10%)
- Paper 1—Commentary (25%)
- Paper 2—Novel (25%)

Example : Biology

Internal Assessment

- Lab work (24%)

External Assessments

- Paper 1—Multiple Choice (20%)
- Paper 2—Extended Response (32%)
- Paper 3—Short Answer (24%)

Subject Points achievable- taken per Subject i.e. 6 subjects with a maximum of 7 points in each subject

$6 \times 7 = 42$ total points achievable

Bonus Points

In addition to the 42 subject area points, IB also provides a way to earn up to 3 “Bonus” points. Using a matrix, consisting of a student’s grade in the Theory of Knowledge course and the Extended Essay grade, one can determine the achievement level of the student.

TOK and the Extended Essay

Using the two performance levels obtained in Theory of Knowledge and the Extended Essay, a maximum of three diploma points can be

awarded for a student's combined performance as indicated in the matrix below:

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

A student, for example, writes a satisfactory extended essay and whose performance in Theory of Knowledge is judged to be good will be awarded 1 point, while a student who writes a mediocre extended essay and whose performance in Theory of Knowledge is judged to be excellent will be awarded 2 points.

Performance in both Theory of Knowledge and the Extended Essay of an elementary standard is a failing condition for the award of the diploma.

Conclusion: Assessment as far as the IB is concerned is criteria based and it provides the teachers ample guidance to ensure a fair assessment is carried out. It is up to the teachers to ensure that the students are aware of the criteria they will be assessed on in each subject and diligently apply them in their assessments.

Distribution & Review of Policy

All DPGA policies will be posted on the DPGA website in a downloadable, printable format.

All DPGA IB policies will be renewed every three year.

Connection to other policies

Academic Honesty Policy, Language Policy, SEN Policy

Assessment Policy Committee:-

Leader	HOS	Section Head
Mr.Aneesh C.V.	Dr.Sharda Sharma	Ms.Roshni Rajan
	Dr.T.A.James	Ms.Valentina
		Ms.Payal S
		Ms.Rutuja
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DPGA Academic Honesty Policy 2019

DPGA SEN Policy

