



ASSESSMENT POLICY

2020

(Revised on May 2023)

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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.

Core Values at DPGA

Futuristic vision

Resilience

Ethical understanding

Spiritual strength

Holistic development

Assessment Philosophy

Student assessment at DPGA is a platform that is used to improve student learning, teacher instruction & methodology. Continuous assessment practices within the classroom and at the end of instructional unit, project the knowledge and understanding of students and the potential they possess for further improvement. These practices are an integral part of the academic setup within the school. The IB assessment philosophy, the IB principles and the school assessment philosophy support the assessment policy at DPGA. The school mission statement, the school values, the pedagogical practices of Mahatma Education Society and its strong educational principles have been used to carve out this assessment policy towards student learning and development. The underlying principles and practices highlight the aims and objectives of assessment vertically as well as horizontally in line with concept development at every stage. These aims represent the assessment goal of ensuring improvement in pedagogical practices and student learning. The assessment data collected regularly, undergoes an analysis and an evaluation process reflecting the overall performance of each student. This in turn informs the reflective process with the feedback and the timely intervention required in teaching and learning. The IB Learner Profile and the ATL skills are used as scaffolding tools in achieving the objectives related to each subject and group. Further, mentors allocated for each student ensure the effective implementation of these practices towards student learning and development. While the learning outcome is important, what is more significant is the way that the assessment is carried out at DPGA and the process through which the assessment objectives are met whilst the policy is put in place and implemented.

The DP assessments, tethered to international-mindedness, TOK integration, learner profile, approaches to teaching and approaches to learning, not only allow students to work at their own monitored pace, but also dissuade them from leaving out any aspect of the IB requirement in their overall development. The assessment criteria which includes different skills through knowledge, understanding and application ensures that students take a variety of methods and involve in a range of tasks to be adept with all components of the subject towards attaining the diploma. Deeply embedded into the curriculum map along with the learner profile attributes, the DP assessment at DPGA governs not only the teaching and learning but also aids in students holistic development. The assessment policy is a platform used by teachers especially while planning their lessons and units which aids in achieving the objectives of the subject group both in IB1 and IB2. A thorough and strategic planning with regard to various tools of assessment and practices is considered towards supporting the students in their highest level of achievement

at the DP level. Teachers develop thorough and meticulously planned assessment tasks for students with differentiated teaching plans to reach the expected level of achievement.

Formative and summative assessments at the DP bolster the curricular and philosophical goals of student development. The reliability of the grades achieved by students in each subject is projected through the grade descriptors of the AIU (Association of Indian Universities) which helps students with admission into prestigious universities.

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 above mentioned school mission statement outlines the academic and supportive expectations from the educators. While it aligns with the IB mission statement, it also 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.

In order to set achievable goals for the students, they must be provided with the basic skills required. The procedure to achieve these goals begins with the management members and permeates down to the learners. The overall school community is responsible for the success of the school. While the school 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, with the support of parents. 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. 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. DPGA uses different strategies, tools and methods to assess student 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 students. This strongly reflects on the teaching- learning process. While the teachers correct the papers, they simultaneously write a reflection on each 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 serves as a basis for further reflection on the teaching-learning process.

The graph below represents the analysis on results in the past years of the IBDP.

The ‘Assessment Policy’ is a comprehensive statement of DPGA with assessment policies and procedures for teachers and students. While it is applicable majorly to the IBDP community it also reflects the assessment process in the other sections of the school. It not only includes the Secondary school section, but also permeates down to the lower grades, wherever applicable. Reflecting the academic honesty policy, this policy is a working document and is revised frequently. It is made available to the members of the school community and a printed copy is retained in the school libraries.

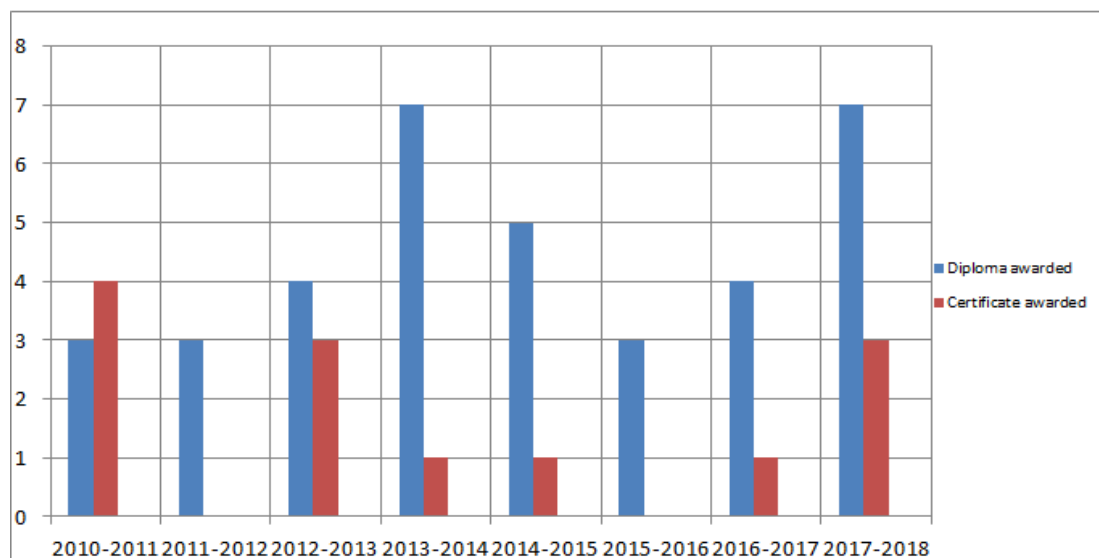
This policy has been approved by the members of the governing body and is binding on the members of the school community. It outlines the following:

- The assessment philosophy that supports student learning
- An understanding of the use of DP assessment criteria
- Processes for recording and reporting DP assessment
- Processes for standardization of assessment of students’ work
- Frequency of formative and summative assessment
- Assessment at the DP in line with the national requirements.

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 and the Diploma criteria.

The assessment committee consists of invigilators, supervisors, examination officer, proctor, the DP coordinator and the head of school. This committee scrutinizes the results and makes recommendations for continuation of the program for the student concerned. It also ensures that the mark-schemes are drawn by the teachers prior to the submission of the question papers for meticulous paper corrections.

Result Overview of Diploma Students



Assessment Aims:

Supported by the school Philosophy the IB mission and the school mission, assessment at DPGA is a platform/tool to collect information about the student learning and use this information towards the continuous improvement in pedagogical practices.

The major DP assessment goals at DPGA are:

- To encourage continuous improvement in pedagogical practices.
- To stimulate flexibility in learning with intervention in teaching practices
- To enhance disciplinary practices towards the integration of IB core and ATL skills.
- To support the students in their application of knowledge through deeper concept development at the DP
- To foster a conducive environment in developing the analytical abilities of the student and teachers for academic progress.
- To nurture the abilities of Learner Profile and International mindedness by using a varied range of assessment practices based on culture and languages.
- To further promote the holistic development of student using the IB principles in line with the school mission.

Assessment Objectives:

DPGA places utmost importance to assessment as it believes that assessment is integral in achieving the learning outcomes and in fulfilling the curricular requirements. It is used to ascertain how students can extrapolate the knowledge gained. Some major objectives of assessments are identified as evaluation, information, correction and reinforcement of concept, content and context. A few other objectives of the assessments at DPGA have been listed below.

- To ensure the alignment of planning, teaching and learning
- To maintain transparency in the systems and practices with teachers, parents and students
- To sustain a balance in the formative and summative assessments
- To make students responsible by conducting peer and self-assessments and reflection

- To ascertain the prior knowledge of a student/ a group of students before beginning the teaching-learning assignments
- To offer feedback and reports to stakeholders
- To analyse each student's learning needs
- To have a tab on the effectiveness of the curriculum and the teaching methodology
- To prepare students for university education and to equip them for international education

Subjects and Assessment:

The academic program at DPGA is categorized with CIPP, Checkpoint, IGCSE and IBDP.

In meeting the requirements of the curriculum, DPGA offers three languages across grades III to VIII where English as the first language, Hindi as the second language, Marathi as the state language and a foreign language- either Spanish or French- are mandatory languages for students. English as first language and a choice between Hindi, French and Spanish is offered for the second language along with subjects like the sciences, mathematics, management studies and humanities at the secondary and senior secondary levels.

The assessments of each of these subjects vary depending on the learning objectives and outcomes. The languages need to be assessed on the students' listening, speaking, reading and writing skills (LSRW). In mathematics, students are assessed on their ability to apply analytical and language skills to meet the learning outcomes. In the sciences, students are trained to lay emphasis on investigation, research and experimentation and in humanities students rely more on research, comprehension and recording data to achieve the learning outcomes.

Assessment Practices at DPGA

Formative and Summative Assessments

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.

It is a continuous procedure with its varied tools and strategies that courses through the learning units to ensure students' acquisition of knowledge and skills.

The major aim of formative assessments is to identify the learning needs of students and upgrade the teaching methodology by planning lessons on a daily basis. It also aims at screening the students through prior knowledge and how this can be utilized to build new knowledge.

Several opportunities are given to the students to develop and to learn from their mistakes and inconsistencies.

The formative assessments are planned to comply with the aims and objectives of different subjects.

Languages allow various strategies of formative assessment like debates, speeches/talks, extempore, creative writing, presentations, quizzes, role plays and dramatizations, discussion and the like. Assistance of the dramatics teacher is sought for formative assessments that involve acting, thereby developing several other skills other than skills of language, such as acting, voice modulation, tone, pitch, intonation, etc.

Summative assessments:

The culmination of formative assessments is the summative assessment. Summative assessment allows students and teachers alike to assess the progress of the student and to demonstrate and reflect on what has been learnt through time.

Summative assessments are conducted for students across grades V to XII. Students are assessed throughout the year with two progressive tests and two terminal examinations. In addition to the progression tests and terminal examinations, students of grades 10 write two mock examinations.

Students of IB1 take two summative assessments.

Students of IB2 take one terminal examination and two mock examinations.

Here, 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. (Appendix)

Frequency of Formative and Summative assessments

Formative assessment: Every week throughout the year

Conducted continuously throughout the year every week, the formative assessments comprise of oral assessments, classroom tests, project work and the like. Markings of these are usually done through self-assessment or peer assessment. The teacher shares and explains the assessment criteria and the marking schemes with the students prior to the test.

Summative assessment: Twice a year and four times a year (respective of section/s)

Conducted at the end of each term and each module, the summative assessments comprise of progression tests, terminal examinations, mock examinations and final examinations, respective to the year grade. Markings of these are strictly done by the teachers alone in line with the mark scheme. Rechecking by co teachers and internal standardization are subsequently carried out towards a fair assessment in line with the assessment criteria, the assessment philosophy and the assessment policy.

Section wise assessment practices

Early Years: DPGA meets the standards set by EYFS - Early Years Foundation stage and CAIE Cambridge Assessments International Education to ensure that children learn and develop well and are kept healthy and safe.

Development at Early Years includes Literacy, Numeracy and Project work, where the Literacy development involves encouraging children to link sounds and letters and to begin to read and write.

Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of learning and development.

Grades 1 – 5: The Cambridge International Primary Programme is for age group 5-11 years from Grade 1 to 5.

The assessment parameters at CIPP include skills development, knowledge and understanding and project based criteria in English, Mathematics, Science and ICT. Assessment in the other subjects includes the objective based criteria, progressing at each stage, leading to summative assessment.

Formative assessment strategies at CIPP include a comprehensive approach of teaching and learning, reflecting the guidelines of students learning at each stage, teaching methodology and the horizontal and vertical curricular alignment. This helps the teachers to assess children's learning at each stage as they progress towards Cambridge Primary checkpoint objectives.

Grades 6 – 8: Assessment at Checkpoint categorically measures students' potential so that informed decisions can be made with regard to their learning needs, subject choices and further educational requirements. State governed baseline tests further aid in measuring their aptitude towards intervention planning in weak areas. Other assessment practices include the following:

- **Classroom assessment:** This assessment includes interactive sessions through discussions, debates. The major aim towards classroom assessment includes continuous feedback on skills development in areas of communication, social development, thinking, research and self-management.
- **Progression tests:** Conducted twice a year, these tests are aimed at assessing the knowledge and understanding of the students in combination with the skills achieved at each stage. Although Cambridge progression tests are directed only for the core subjects English, Mathematics and

Science, DPGA includes the other subjects too, for progressive knowledge on student understanding.

- Checkpoint Exams: Aimed at assessing individual and group performance at the international level, the Checkpoint at DPGA is offered at the end of Grade 8. These exams are externally assessed with students receiving a ‘Statement of achievement’ by Cambridge. These exams also aid in futuristic academic choices for students at the secondary and the higher secondary levels.

Grades 9 & 10: IGCSE assessments are theoretical as far as final evaluation and awarding is concerned.

Grades are awarded as per the grade boundaries released by the Cambridge Assessment International Education. In order to ascertain that student pursuing IGCSE does not lay too much emphasis on theoretical assessment, formative assessments like case studies, debates, MCQs, puzzles, crosswords, creative writing, projects etc. are used.

These serve as inputs for the summative assessments and also help reflect upon various aspects of students towards their overall development.

School grading system for Grades 8-10

A*	90* and above
A	80-89
B	70-79
C	60-69
D	50-59
E	40-49
F	30-39
G	20-29
U	Below 20

A* being awarded to students scoring 90percent & above and is the highest achievable grade.

G indicates the minimum satisfactory performance while U indicates that the student is ungraded.

Grading system for IBDP students

- In the two year programme DPGA admits students who are a heterogeneous group coming from different curriculum background. (SSC, CBSE, ICSE and IGCSE)
- Assessment at IBDP is designed towards preparing the students for a successful career in world class universities across the globe.
- IBDP assessments include internal assessments spread over 2 years with an overall assessment and at the end of the year 2. Here, the work of the students is marked, graded and uploaded for moderation by the IBO.
- At every juncture, the school emphasizes on the learning outcomes reflecting the IB Philosophy in relation to International Mindedness and the IB learner profile attributes.

Core subjects assessment:

- CAS: While the core subjects like TOK & Extended Essay include uploading practices with moderation by the IBO, CAS remains as a general submission, reflecting of the students work related to the Creativity Activity and Service respectively. On the basis of the evidences and reflection submitted by the students, a remark is given by the CAS coordinator by the end of each semester.
- Extended Essay: A designated time is set for the Extended Essay within the timetable, wherein the significance, 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 EE in charge serve as guides and mentors for further reinforcement of learning. An extended essay checklist helps in ensuring that it meets all the requirements laid down by the IB. To ensure compliance with the academic honesty policy, the essay is uploaded on 'Turn it in' software.
- TOK: The Theory of Knowledge essay and presentation are remarked upon and graded. The report that is compiled on a semester basis reflects the gradual progress of the respective student. The TOK Coordinator keeps a track of the gradual achievement of the TOK skills and subsequent growth of the learner in the core requirement.

The Reporting procedure

- An effective reporting procedure provides the members of the school community with opportunities to evaluate the outcome of the learning process.
- DPGA 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, and in the better interests of the student, implemented. Feedback is given through recording and reporting on different levels.
- Report Cards are mailed to parents after a detailed explanation during the meetings.
- This report card consists of data given by each teacher teaching each component or subject at the DP.
- This data proves as a transparent communication mode about the achievement level of the student and the grades/ marks of every semester.
- This is the overall achievement projected in the report cards and reflects the student's work that has been assessed by the teachers, the level of progress made or is required to make in line with meeting the objectives of the DP curriculum.
- Each assessment is projected on the Progress reports in detail through the marks and a rationale behind this achievement is projected, especially through descriptors.
- Progress reports are mailed to parents 4 times during the DP course. These reports are reviewed and the feedback and reflection of the assessment committee is incorporated every year.
- This year our Progress report cards were updated with the graphical presentation of the Mock performance which helps the students understand their improvements from Mock 1 to Mock 2.
- Student's reports also reflect their overall performance in each area in relation to the IBO ethos and philosophy.

Reporting Schedule:

Monthly reporting:

- This includes the monthly feedback by every teacher about the level of achievement in each subject.
- The comments include the scope of further achievement and suggestions for the same.

Semester Reporting:

- This includes the grading in each subject area and component and the level of achievement. Teachers also provide their comments in each subject where their feedback and suggestions have been incorporated.
- This grading also helps the teachers in their own assessment for their pedagogical practices. These semester grades are the students' records that are used for their university admissions or for admissions into other schools or colleges.
- The overall school transcript includes grades from these records.

Parents-teacher Conferences:

- After the orientation of parents and the subject induction programs with the students, these PTCs allow the teachers and parents to have an open communication about the assessment data.
- The teachers may take the aid of the work of other students too, to explain where the student stands on the scale of the assessments and the expected achievement level.

Student Teacher Parent Conferences:

- Portfolios of students are presented to the parents by the students themselves in the presence of the teacher.
- Parents raise their doubts and questions and the student takes the lead in answering and clarifying their doubts. The teachers further highlight each area for student improvement. This aids in streamlining of the potential of each student.

Final Examination IB 1 feedback:

- The assessment committee meets the DP for their feedback and a decision is taken to determine the areas of improvement before the student would appear for the finals.
- If a student requires further reinforcement, extended sessions or remedial teaching is scheduled to reach the student to the required level.
- Following the IB norms for final exams, students who do not show up for the IB1 exams too, are graded a zero and no rescheduled exam is allowed. The overall grade is then determined without considering the missed exam.

Mock Exam I & II feedback:

- The mock exams are usually conducted by the 1st week of March until the 3rd week of April of grade 12.
- These mock exams are practice exams for the May exams.
- Both the teachers as well as the students get a fair idea of the student's current level of achievement and the areas that need to be improvised upon, so that revision schedules can be prepared accordingly.
- These exams count towards the final student transcripts.
- Students who do not show up for the exams are provided with extended sessions or remedial teaching. These sessions are scheduled to reach the student to the required level.

Transcripts:

- University applications require transcripts from grades 9-12. The assessment grades of each semester and mock exams are considered and a final transcript is generated using all the grades from the progress report cards.
- These transcripts are approved by the Section Heads, the IB Coordinator and the Head of school.

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.

The DP Assessment Criteria

- Student's level of achievement is based on the use of the DP assessment criteria prescribed by the IB.
- However for formative assessment, the assessment committee at DPGA determines the level of student achievement using the school and the IBO mission statement in line with the DP assessment criteria.
- This judgement is based on both the DP assessment criteria as well as the special rubrics (if any) shared with parents and student at the beginning of the course.
- These criteria are reinforced and usually used for formative assessment and for the development of school values in line with the IB ethos and philosophy.
- Students are regularly reminded about the academic honesty, especially before any new unit is introduced. This is precisely to maintain transparency and a mutual and an ethical understanding of the expected achievement level of the student.
- Student work at DPGA is assessed based on the outlining principles of the IBO and the assessment criteria prescribed for each sub group.
- Students' assessment is not based on the performance of other students, rather on the DP assessment criteria as explained by the teacher and shared with the students and parents.
- This majorly aids in keeping the student informed about the progress s/he is making and the expected level of achievement.

Assessments Cycle of Diploma Programme at DPGA

<p style="text-align: center;">Term 1 (Grade 11: DP Year 1) Mid of July to October</p>
<p>Formative assessment</p> <ul style="list-style-type: none"> • Taken during the unit. • Assessed-based on DP assessment objectives where applicable.
<p>Unit end Class test</p> <ul style="list-style-type: none"> • Taken by the end pf each unit as per the teaching plan and length of the unit or end of a concept. • Assessed- based on DP assessment criteria.
<p>1st Terminal Examination-</p> <ul style="list-style-type: none"> • Conducted towards the end of Term 1. • All subjects selected by students and CAS is reported. • CAS interview and TOK included in Term 1.
<p style="text-align: center;">Term 2 Grade 11 DP Year 1 November to April</p>
<p>Formative assessment</p> <ul style="list-style-type: none"> • Taken during the unit. • Assessed-based on DP assessment objectives where applicable.
<p>Unit end Class test -</p> <ul style="list-style-type: none"> • Taken at the end of each unit. • Assessed-based on DP assessment criteria.
<p>2nd Terminal Examination</p> <ul style="list-style-type: none"> • Conducted towards the end of Term 2. • All subjects selected by students, EE progress TOK (presentation and essay) and CAS is reported. • Includes the syllabus of Term 1 &2 • Assessed- based on DP assessment criteria
<p style="text-align: center;">Summer Break</p>

Term 3
Grade 12 DP Year 2
Mid of June to October

Formative assessment

- Taken during the unit.
- Assessed- based on DP assessment objectives where applicable.

Unit end Class test -

- Taken at the end of each unit.
- Assessed- based on DP assessment criteria.

3rd Terminal Examination

- Includes the syllabus covered from Grade 11 to the end of term 3
- Completion of TOK Presentation and 1st Draft of TOK essay, EE progress. CAS is reported.
- Assessed-based on DP assessment criteria.

Mock exam:(Grade 12)

- Includes the 2-years' syllabus.
- Assessed- using DP assessment criteria.
- Same weightage of components as per IB. All subjects selected, their IA scores, EE & TOK. CAS is reported. (Overall out of 45 points)

Reaching to the final Stage

- The major aim of recording and reporting at DPGA is to keep the parents and students informed about the pedagogical practices and its continuous progress.
- Information is shared at the end of every summative assessment through the progress reports and interaction between student, parents and teachers based on the achievement of the student at that point of time in the Diploma Programme
- An example is stated below: Based on the 7point scale prescribed by the IBO a student in the 1st semester at grade 11 may achieve the highest grade leading to a point of 7 on the scale.
- However parents need to keep in mind that this assessment was based on the 20% of the entire portion of the two years.
- The assessment may not include the components of that subject group and neither the skills based on the integration of the DP core and the ATL skills.
- The overall grade at DPGA is based on the holistic development of the student in relation to the summative assessment which includes all the components of each subject area along with the skills.
- The different assessments taken into consideration to determine the overall grade include the semester exams in year 1 and 2 and the mock exams of year 2 at the DP.

Practices of Recording and Reporting of the student achievement:

- Parents are regularly updated about the student progress not only via the monthly report on content and student feedback but also during the general meetings between teachers and parents and students during the course of the 2 years Diploma Programme.
- These reports share the student achievement in subject group through grades and teacher's comments.
- Each Component grade for each subject is communicated in detail.
- This reporting and recording practice is informative in nature which highlights the student engagement with each subject and the level of achievement of the subject objectives.
- The teacher's comments usually include encouragement towards further improvements and advice towards strategic planning in reaching the expected level of achievement if required.
- The table below projects the DP general grade descriptors. The student's final grades in all the different criteria are added in each subject to reach to the total criterion level for each student.
- For this, the teachers use the point scale and the IB prescribed grade boundaries for that time zone and year and determine the overall grade of that student in that year of the Diploma Programme.
- The table below provides a detailed description of the ways in which the criterion level is converted into grades and this is based on the 7point scale. Every IB Subject is graded on this scale of 1 to 7. This score is a composite of various assessments.

<u>The IB 7 point scale</u>	<u>The IB Grading Scale</u>
7–Excellent	A = 90 – 100%
6–Very good	B = 80% - 89.9%
5–Good	C = 70 – 79.9%
4–Satisfactory	D = 60 – 69.9%
3–Mediocre	E = less than 60%
2–Poor	F= Ungraded
1–Very Poor	

- The Diploma Program uses the following numerical scale in each individual subject area. Additionally, the assessments for 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

- 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.

IB Final Grade

	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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 conditio n	Failing conditio n
	Grade B	3	2	2	1	Failing conditio n	Failing conditio n
	Grade C	2	2	1	0	Failing conditio n	Failing conditio n
	Grade D	2	1	0	0	Failing conditio n	Failing conditio n
	Grade E	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n
	No grade N	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n	Failing conditio n

Changes from the *rfip/oma* 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).

DP Assessment Criteria for Awarding the IB Diploma to a Candidate

The IB Diploma is awarded to a candidate who fulfil certain requirements.

A candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Activity, Service (CAS) element.

However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the General regulations: Diploma Programme. The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the following conditions:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the final award committee.

The DP assessment at DPGA in line with the national requirements

Since DPGA offers only the International boards with the Cambridge and the IB curriculum, national requirements are catered to, only after the students complete their A Levels or the IB Diploma program. The entrance exams of some universities may clash with the time allotted for the DP exams. The school follows the IB assessment guidelines in this regard.

The table below projects how the DP assessments are combined with the Indian national requirements. Not all the students taking the Diploma program seek admissions in international universities. Quite a few students pursue their further education in India. The Association of Indian Universities (AIU) aids the IBDP schools through the recognition of IBDP as successful qualification of the Secondary school certificate. This qualification being the major requirement for admission in Indian universities, the IB issues transcripts for Indian Universities. DPGA includes the AIU criteria in the progress reports of the students at every assessment. After every semester, the actual grades awarded at the DP formative or summative assessments, are converted into a percentile scale, and placed beside the IB grade awarded. Almost all the career courses require an entrance test at the time of admissions. In this regard, the curriculum content of DP in all the groups goes beyond the required knowledge and understanding level of the entrance test and the syllabus is already covered at the DP. The school assigns a 'Predicted Grade' to the IBDP students. The conversion of the Predicted Grades is shown in the table below.

The Predicted and Overall grades

- Predicted grades are usually awarded to students before they proceed for the final written examination conducted by the IB.
- This Predicted grade is assembled on the basis of the students' two years overall performance.
- The school takes into consideration student's performance based on the assessment criteria.
- While assembling the 3 Semester results, due weightage is given to the internal assessments, in consonance to the component. This corresponds to the prescribed subject assessment outline.

The tables below project the weightage calculated in each term examination.

First Term	out of 100	Weightage	Weigthed Mark
Eng	64	15%	9.6
Hin	74	15%	11.1
B&M	70	15%	10.5
Eco	68	15%	10.2
Bio	84	15%	12.6
Chem	70	15%	10.5
Physic	68	15%	10.2
Maths	62	15%	9.3

Total of	Total 3 Terms	Grade
Eng	53.25	4
Hin	75.15	5
B & M	79.35	6
Eco	68.15	5
Bio	66.3	5
Chem	63.2	5
Physics	63.05	5
Maths	65.35	6

2nd Term	Out of 100	Weightage	Weighted Mark
Eng	52	30%	15.6
Hin	65	30%	19.5
B&M	81	30%	24.3
Eco	74	30%	22.2
Bio	69	30%	20.7
Chem	62	30%	18.6
Physics	57	30%	17.1
Maths	64	30%	19.2

3rd Term	Out of 100	Weightage	Weighted Mark
Eng	51	55%	28.05
Hin	81	55%	44.55
B&M	81	55%	44.55
Eco	65	55%	35.75
Bio	60	55%	33
Chem	62	55%	34.1
Physics	65	55%	35.75
Maths	67	55%	36.85

Mock Exam	Out of 100	%	Marks
Eng	80	100%	66
Hin	85	100%	85
B&M	76	100%	76
Eco	65	100%	65
Bio	65	100%	65
Chem	70	100%	70
Physics	70	100%	70
Maths	72	100%	72

Total	Three Terms	Mocks	By 200	By 100	PG
Eng	53.25	80	133	67	5
Hin	75.15	85	160	80	5
B&M	79.35	76	155	78	6
Eco	68.15	65	133	67	5
Bio	66.3	65	131	66	5
Chem	63.2	70	133	67	5
Physics	63.05	70	133	67	5
Maths	65.35	72	137	69	6

Standardization

Assessment is a useful tool to determine the aptitude of a learner. This helps the educational fraternity to reflect and understand whether the child is achieving his or her best capabilities. Standardization serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

Internal Standardization

- In different subjects, teachers utilize the process of internal standardization.
- This process involves teachers' group meetings to come to a common understanding related to the criteria and achievement bands and how they could be applied.
- This aids in increasing the reliability of their judgments.
- Standardization throughout the school year promotes consistency and builds common understanding.
- Each department has its set of subject specific prescribed guidelines to encourage consistency in designing and marking assessment tasks.
- Through this process, the marking of a teacher are quality assured by another colleague from the same subject.
- Internal standardization takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria prescribed by IBO.

Types of Internal Standardization:

Teacher to Teacher Standardization

- Teachers conduct a face to face meeting to share a range of assessments that have been completed by their students
- The sample work of assessments needs to be reflective of the grade ranges produced by the students during the assessment tasks.
- During the process of standardization, teachers use the appropriate rubric to grade the assessment tasks previously graded by their colleagues, and mark the students accordingly.

Student to Student Standardization

- Student to Student standardization is an important student centered tool for learning.
- Teachers guide the students in the process of standardization and help them develop their understanding of the assessment criteria and expectations.
- Teachers also encourage and equip the students towards grading their peers.
- Teachers guide the students on the use of criteria referencing.
- Clear guidance is given to the students on the use and definition of words used in the criteria descriptors.

Absenteeism during school exams

- If a student misses terminal examination because of a serious illness or medical condition, the coordinator after discussing with the Head of school may take up a re-exam or provide a cumulative assessment, based on the severity of illness.
- The document related to the illness is then maintained in the school record as a proof. With respect to the board examinations of IGCSE and IB the policies set by the board are applicable.

Timelines and Deadlines

- To work into a systematic manner and to bring the above mentioned formative/summative and internal assessment into practice, a detailed and workable internal timeline is designed for the IBDP students.
- Teachers and students are directed to strictly abide by their internal assessment calendar.
- A dedicated time line for the three core subjects is maintained as approved by the respective coordinators.
- The IB coordinator and subject teachers keep a track of the student's progress and parents are kept informed about their wards' academic growth through emails and face to face meetings.

In case of Academic Malpractice, the process outlined in IB Assessment guidelines is followed.

Responsibilities of Key Stakeholders

At DPGA, certain expectations are assumed by those committed to the Diploma Programme especially to ensure that students meet their learning goals.

Responsibilities of DPGA students

- To complete all sets of internal assessments of IB by the given deadline
- To develop the skills of effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy
- To produce work of high quality that reflects the best of their ability
- To develop and maintain positive working relationship with the CAS and EE supervisors
- To strive to establish the characteristics indicated on the IB learner profile.
- To engage in meaningful self and peer assessment

Responsibilities of Teachers at DPGA

- To ensure that assessment tasks support the curricular goals of the IBDP program.
- To inform students on the assessment criteria both of their subject and of all work that is assigned to them.
- To prepare formative assessment activities towards helping students understand what is expected and how they can progress.
- To incorporate the results of formative assessment activities into their everyday planning.
- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year.
- To provide and discuss exemplars with students towards illustrating different levels of achievement against the set criteria.
- To follow deadlines outlined by the Internal Assessment Calendar and the overall assessment outline in line with the final exams.
- To submit appropriate documentation to the IB Coordinator by the prescribed deadlines.
- To have regular communication/meetings regarding student progress with IB coordinator and to monitor student's progress.
- To communicate with students and parents frequently regarding student progress.
- To work collaboratively with other teachers towards assessing instructional strategies leading to students' achievement.

Responsibilities of parents

- Discuss assignments and assessments with student frequently to show support and encourage student achievement.
- Attend the PTC and open House for keeping the track of the child's progress.
- Follow and support the school with the internal assessment deadlines and towards student improvement.

Responsibilities of IB Diploma Coordinator

- Share the IB assessment knowledge/material and other IB documents with the teachers.
- Schedule IB professional training for all the new IB teachers.
- Arrange frequent collaborative meetings to plan and reflect on teaching methodology in line with the required assessment strategies.
- Register students for IB examination.
- Set deadlines to ensure all IA assessments are placed on time.
- Monitor the extended essay process and keep a track on the CAS progress.
- Review the assessment policy with Diploma staff at the end of each academic year.
- Review the assessment policy as and when any alterations are made in the assessment practices within the school or through the IBO.

Assessment policy in relation to the Academic Integrity policy

- DPGA seeks to maintain and promote the highest standards 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. need to be the work of the student him or herself and the information needs to be authentic and not fabricated.
- This needs to be confirmed with the help of the anti-plagiarism prescribed software ‘Turnitin’ that the school has invested in. The preferred method adopted for acknowledging ideas, sources, needs to be adhered to. Guidelines laid down by IB with regard to the assessment preparation (question papers, mark scheme, strong room, examination/proctor room) and conduct of examinations (seating arrangements, announcements before and at the end of examination) subsequent assessment in accordance with the prescribed criteria (corrections of papers in designated rooms 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 Inclusive education Policy

- 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 in the mode and method of assessment used for evaluation. Differentiated assessment practices with the purpose and outcome of the assessment are made explicit to all concerned.
- On-going assessment assumes importance and becomes the vital key to inform 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.

Visibility

The Assessment Policy of the School is an important document for its stakeholders. It is posted on the DPGA website in a downloadable, printable format. It is an important highlight in the School Calendar and DP handbook. It has been shared with all the members of the school community.

Monitoring and review of the Assessment Policy

Generally the assessment policy of the school is reviewed annually. It is amended and updated as required. This information is shared with all the stakeholders through the school website and hard copy. In case of any new development in the IBO assessment for the DP it will be reviewed accordingly to match with the IB requirements

Assessment Policy Committee:-

<u>Committee Members</u>
Dr Vasudevan Pillai(CEO)
Dr Priam (COO)
Dr Sharda Sharma (HOS)
Mr Maurice Coutinho (Principal)
Mr Aneesh CV (CIE Coordinator)
Ms Roshni Rajan (IBDPC)
Section Heads {Pre.Primary to IBDP & A Levels}

Updated and revised in the year 2020

In the wake of the COVID-19 pandemic, DPGA transitioned to virtual school in April 2020 to continue to provide our students with a learning experience that is aligned with our educational philosophy. We opted online platform which is not only safe and secure, but also has many robust features and applications to make learning more interactive. During this period the school opted for digital assessments. Ongoing personalized feedback is integral to authentic and valid assessment and evaluation practices. The formative and summative assessments were conducted using exam.net.

Rules & Regulations of Online Examination

The online examination will be supported by the exam.net

Steps for Accessing Exam Online:

- Close all programs, including email.
- Login in Google meet 10 minutes before the commencement of your exam.
- Open a new window and type www.exam.net .
- Enter the exam code given to you by your exam officer through Google meet and click on 'Next'.
- The examination paper will be shown on the left-hand side.
- Space will be provided there to type your answers. Once you have completed your exam then enter 'submit'.
- If any difficulties during the exam then the candidate can write their answers on a sheet of paper and send the scan copy to the exam officer on ibdpcoordinatorpga@mes.ac.in
-
- Throughout the exam the students will be under Google classroom and Meet supervision.
- For Google Meet, the students need to log in through the following links:

Grade	Class code	Class Link
10	saoukej	https://meet.google.com/lookup/dmznmjl7h2
11	jih3ysh	https://meet.google.com/lookup/g3vno4j6jn
12	dyahdhz	https://meet.google.com/lookup/hbvrjrvkk4
12	mawmj5s	https://meet.google.com/lookup/h63rh4nozc

Before starting the exam:

Please verify that the exam code entered is correct.

During the exam:

- The student may not use his or her textbook, course notes, or receive help from any other sources.
- Students must complete their exam paper within the time allotted for the exam.
- Students must not stop the session and then return to it.

- This is especially important in the online environment where the system will "time-out" and not allow the student to re-enter the exam site.
- Parents must observe their ward to ensure that child's highest personal integrity especially if there is any technical glitches.

What to do if your online exam is interrupted

If your online exam is interrupted, please contact your exam officer via Google classroom.

Minimum Browser Requirements

Internet Explorer 9, Firefox 1, or Google Chrome are required to log into the exam.net

References :

- DPGA Assessment Policy 2019.
- DPGA Academic Honesty Policy 2019
- DPGA Inclusive Education Policy
- www.drpillai-global-academy.ac.in
- www.occ.ibo.org

Bibliography :

- IBO.(2018). *Assessment principles and practices: quality assessments in a digital age*. IBO.
- IBO.(2014). *General Regulations Diploma Programme*. Cardiff, UK : IBO.
- IBO.(2010). *Guidelines for developing a school assessment policy in the Diploma Programme*. IBO.
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- IBO.(2015). *Handbook of procedure for the Diploma Programme*. Geneva, Switzerland: IBO.