

CALORX OLIVE INTERNATIONAL SCHOOL

Ahmedabad

ASSESSMENT POLICY

2018- 19

CALORX OLIVE INTERNATIONAL SCHOOL

MISSION

Be a centre of Excellence which promotes internationalism and upholds cultural values, acquiring and sharing knowledge whilst setting new standards of educational practices to create responsible members of society.

VISION

To bring out the best in every child thereby, fully equipping him / her to make a significant difference for the betterment of our society. Our alumni should be known in the world for their values, spirit of leadership and achievements.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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 LEARNERS STRIVE TO BE:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore

new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Philosophy

The Assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued development, learning and teaching. Moreover,

Curriculum is complete only when the third most important aspect in it is addressed appropriately, namely – the Assessed Curriculum. Both “Understanding by Design” model (Grant Wiggins and Jay McTighe) and the “Blooms Taxonomy” are kept in mind while designing both the

conceptual curriculum as well as the subsequent assessment tasks that report the conceptual development and stage of a student.

Therefore at COIS, Students are observed in varied situations and a wide range of Assessment strategies are implemented (both formative as well as summative). We follow the Criteria-based assessment model, where student work is judged in relation to the identified levels of attainment, and appropriate grading is then given. The “Best Fit Approach” is used to award descriptors to the students’ work.

Teachers use a range of methods to document the evidence of student learning and understanding in all the above aspects. This includes observation sheets, response notes or assignments, open-ended tasks, performances that are recorded in videos, audios, photographs and graphic representations, process journals and portfolio. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students’ work. This together forms the student portfolio.

Scope of Assessment

- Assessment is the process of collecting, analysing and interpreting information to assist teachers in making decisions about the progress of their students.
- Assessment should provide evidence of student performance relative to learning outcomes and assessment standards as set in the respective assessment tools.
- Classroom assessment should be both formal and informal, and should be used to provide feedback to students that supports and enhances their learning experience.
- Formal assessment tasks must be designed to provide systematic evaluation of student performance and progress, and evidence which can be used to evaluate student performance related to the assessment standards for each specific learning programme, learning area or subject.
- For each learning programme, learning area or subject, the formal assessment tasks should include a range of appropriate activities. These may include examinations, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical work, and creative writing.

Principles of Assessment

- Assessments are varied in type and purpose.
- Students are allowed multiple opportunities to demonstrate their understanding.
- Assessment is continuous.
- There is an emphasis on both formative and summative assessments.
- Assessments align with learning outcomes.
- Clear criteria are given to students prior to an assessment.
- Assessments provide timely feedback to students about progress made and areas for growth.
- Opportunities for reflection are provided.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students.
- All students sign the “Honour Code” and keep Academic Honesty in mind while submitting all work.

Purpose of Assessment

- To support effective teaching and learning
- To inform students of their progress and achievement
- To identify areas of growth for students
- To provide feedback for learning

- To shape instructional practices through the use of data
- To determine needs for differentiation of instruction
- To monitor student progress, through both formative and summative assessments
- To inform parents of student progress against standards

The School's good reputation depends upon the quality of the assessment it produces.

Assessment serves many purposes in a school and has many audiences.

Appropriate assessment will benefit four major stakeholders:

Students:

- On a daily basis, appropriate assessment tells students what they have learnt successfully and how they need to improve.

Teachers:

- By ensuring that baseline data and records from the previous year are carefully considered, teachers can estimate the needs of individuals and can draw up long term plans.

- By effectively assessing classroom and homework tasks, teachers will gauge what the students have learnt and can adapt short term planning and can produce differentiated work to support and challenge learners.
- By examining summative results, teachers can draw up revision programmes and adapt medium term plans.
- When reviewing the performance of students over a whole year, teachers can make suggestions about the purchase of resources which would help learners make better progress.

Parents:

- By looking at the grades on progress reports and the comments made in the end of term Reports and the Portfolios, parents can judge how well learners are making progress over longer periods
- By looking at the comments made in students' assignments/ students' reflections after assignments/ students' mock exam reports (DP) parents can judge short term progress and give support to their children.

The Management Team:

- By carefully monitoring all the assessment activities conducted by the teaching staff of the school, it can be gauged how effectively the school is operating
- By reviewing the results, decisions about staffing and resources and with the contribution of the whole staff, can set realistic targets for the progress
- By evaluating summative results, development plans and new targets can be set
- By monitoring the continuous assessment of students' work, the effectiveness of the performance of teaching staff and the learning that is taking place can be monitored.

Kinds of Assessments at COIS

The classroom teachers employ a range of formative and summative assessments which demonstrate student achievements.

Formative or Ongoing Assessment which helps students and teachers to find out what has been learnt successfully. By far this is the most frequent type of assessment applied in the school. . Formative assessment is essential for the teacher to be aware how much the students understand. It

is also an essential form of feedback for students to be aware of the progress they are making. This type of assessment can be in many different forms.

- When a teacher questions a class or individuals to monitor their understanding it is a kind of informal assessment.
- When a teacher listens to the discussion between students in a group this can also be an informal assessment.
- When a teacher sets a short classroom task, informal testing or a homework, this too, is a kind of formative assessment.

| Assessment Strategies and Tools | | | | | |
|------------------------------------------|---------|-----------|------------|-------------------|------------|
| Assessment tools \ Assessment strategies | Rubrics | Exemplars | Check List | Anecdotal Records | Continuums |
| Observations | ✓ | | ✓ | ✓ | ✓ |
| Performance Assessments | ✓ | ✓ | | ✓ | ✓ |
| Process-focused Assessments | ✓ | | ✓ | ✓ | ✓ |
| Selected responses | | ✓ | ✓ | | ✓ |
| Open-ended tasks | ✓ | ✓ | | | ✓ |

Assessment strategies (MYP)

Observation Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Observation will be particularly useful when assessing behavior and skills.

Selected response Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and is particularly useful in formative assessment.

Open-ended tasks This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem

Performance. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment). Performances of understanding allow students both to build and demonstrate their understanding in and across subjects.

Process journals Reflection is an essential element of effective learning. Student reflection and metacognition are essential aspects of that process. Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in

some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts.

Assessment tools (MYP)

Anecdotal records: - Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding. Teachers can use anecdotal records for reflection on student learning and for formative assessment. They will be invaluable in planning the next phases of learning.

Continuums: - Continuums show a progression of achievement and can identify where a student has reached in relation to that learning process. Continuums are particularly useful when used for ATL skills, as they can be developed by teams of teachers from a range of grade or year levels and can then be used across all subjects in all years of the programme.

Examples:- Samples of students' work can serve as concrete standards against which other samples are judged. These can then serve as benchmarks for the particular task. Schools are encouraged to select examples that are appropriate and usable within their particular context.

Checklists:- These are lists of attributes or elements that should be present in a particular response to a task. Checklists are useful when used formatively, as they could be applied by either the teacher or student. Checklists have the potential to be used in self-assessment and can support the development of ATL skills.

Summative assessment aims to give teachers and students a clear insight into students' understanding. It is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea/ Statement of Inquiry (MYP, DP) and prompts students towards action.

Learning Engagements such as looping back exercises, concept mapping, KWL at the beginning of the unit, class discussions are done to assess the current level of students' prior knowledge. These are termed as ***Prior Knowledge Assessments***.

Self Assessment

Whilst most Assessment is performed by teachers, it is essential that students are made increasingly aware of the criteria for assessment used by teachers so that they can evaluate their own work. When a student acquires the skill of assessing his/her own work, then he/she has the tool/s to become an independent and well motivated learner. Thus students' assessing work produced by them and by others happens often in the classroom.

Teacher portfolio /Resource File

Each teacher is required to keep a portfolio of all material related to her/his teaching and assessment for each class that she/he teaches. The portfolio must include the following:

- Subject wise list of Learning Targets going to be covered in the present Units
- The Unit of Inquiry Planner/ Lesson Plan/daily Log
- The Summative Assessment (end of the unit) plan - Task description along with the Assessment tool (Rubric etc.) highlighting the criteria for assessment
- The work schedule(s) and lesson plan(s) (once completed) for each subject and grade that is taught – This is maintained in the Log book.
- The Assessed work with remarks and the Students' Levels of Achievements
- The students' portfolio guidelines documents for what has been taught

Record Keeping

It is important that teachers keep a well presented record of student progress. Record sheet should clearly indicate the dates when significant pieces of work were set and the level achieved by the students. This

assessment record is a valuable tool for teachers when they are deciding what to write on reports. Coordinators regularly look into these records and give feedback to teachers in their weekly meetings. Teachers can choose to share these assessment records with parents in Parent – Teacher meetings held every month /open forums or in conferences after each Conceptual-Inquiry-Cycle in PYP, if they feel it is appropriate. These records will also be valuable when parents are invited to discuss a child's progress occasionally.

Policy on Non-submission:

- Students who are absent on the day of Summative Assessment, due to ill-health are required to provide a doctor's certificate or a parent email confirming this. Other unavoidable circumstances will be evaluated by the Coordinator and the Head of School, following which further decision will be taken.
- Students who miss on important formative assessment occasions due to ill health or other reasons will be expected to fulfil the requirements on the day they return to school. Their record(s) may be adjusted at the teacher's discretion.

- Students, who for legitimate reasons miss tasks which form part of their assessments, should be given an opportunity to complete the tasks on the day that they return to school.
- Students who fail to hand in assignments or who miss tasks through absence for reasons that are not legitimate may be called on Saturdays to complete the task.
- In instances of proven dishonesty or plagiarism the student's work will be nullified and will be asked to resubmit with a written promise not to repeat the same. Only one such chance will be given to a student. Repetition of the same will make the student liable for strict actions against him/her.

The Reporting Policy:

At COIS, our staff reports data with the following conferencing options:

- Student-teacher conferencing
- Teacher-parent conferencing
- Student-led conferencing (PYP)

The essential reporting documents (PYP):

- **Student Portfolio:** It includes all the formative assessments records, summative assessments with assessed work and assessment tools used, Anecdotal Record on each Unit. **(It is a working portfolio for the students to revisit, reflect and improve upon.**

Checklist for the Student Portfolio

- Sample pieces of work from all the subjects that are integrated in UOI,
- In case of paired work or group work, the original work of students will go in 'Teacher's file', but a copy of the work along with the attached Assessment tool and the level of achievement will go in the portfolio
- Once the unit is over, the teacher can decide with the child, which sample pieces are to go into the portfolio
- The teacher must use varied range of Assessment tools and Strategies and the Criteria as well as descriptors must be clearly mentioned
- The port folio should also showcase development of all the 5 Essential elements (Knowledge, Skills, Attitudes, Concepts, Action)
- **Report Card:** Showing all the above stated details. After every second Unit of Inquiry the report card will be shared with parents (It includes UOI

assessments and Reflections, Learner Profile reflections, Attitudes Self Evaluation)

Our Essential Agreements on Assessments are as follows:

- Staff, Parents, Students and Management shall adhere to the Assessment Policy
- Communicate timely with all stakeholders- Students, Parents and the Management
- Report to Parent / families on the Learner profiles, Attitudes for each Unit in the Report card
- Provide a variety of assessments in our trans-disciplinary/ interdisciplinary / subject specific units both horizontally and vertically
- Keep accurate records in an organized way, such that they are accessible any time by any of the stakeholders – Staff, Parent, Student or the Management
- During an assessment (formative or summative) students are informed well in advance about the task, the duration as well as the “descriptors”.
- The “Honour Code Pledge” will be placed on all assessment sheets and students as well as teachers will revisit it before the beginning of any assessment.

- Some assessments will be submitted through “Turnitin” so that malpractice and plagiarism can be checked.

Middle Years Programme

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process

- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Monitoring and reporting

- The result is updated regularly on Managebac.
- Personal Project and Creativity, Activity, Service is informed to the candidate and other stakeholders through Managebac.

Using MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows.

| | A | B | C | D |
|---------------------------|--------------------------------------|---------------------------------------|---------------------------|--------------------------------------|
| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world |

| | | | | |
|-------------------------------|---------------------------|--------------------------|-------------------------|--------------------------------------|
| | | | | contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| MYP projects | Investigating | Planning | Taking action | Reflecting |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

Achievement levels

All assessments criteria are assessed at least twice a year. Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels.

Internal standardization

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments. Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives. Internal standardization of assessment is also required for the personal project.

MYP eAssessment

The Middle Years Programme (MYP) is a framework for teaching and learning, organized around teachers' judgment of achievement against pre-published criteria. Formal recognition of achievement for MYP year 5 students is provided by the IB via eAssessment.

eAssessment comprises three strategies for assessing what students know and are able to do:

- **ePortfolios** of carefully defined coursework in language acquisition, arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard
- **On-screen examinations** (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning
- **Personal Project:** A student-centred and age-appropriate extended project in which students consolidate their learning throughout the programme. While other eAssessments are optional for schools, all MYP year 5 students must take part in personal project eAssessment.

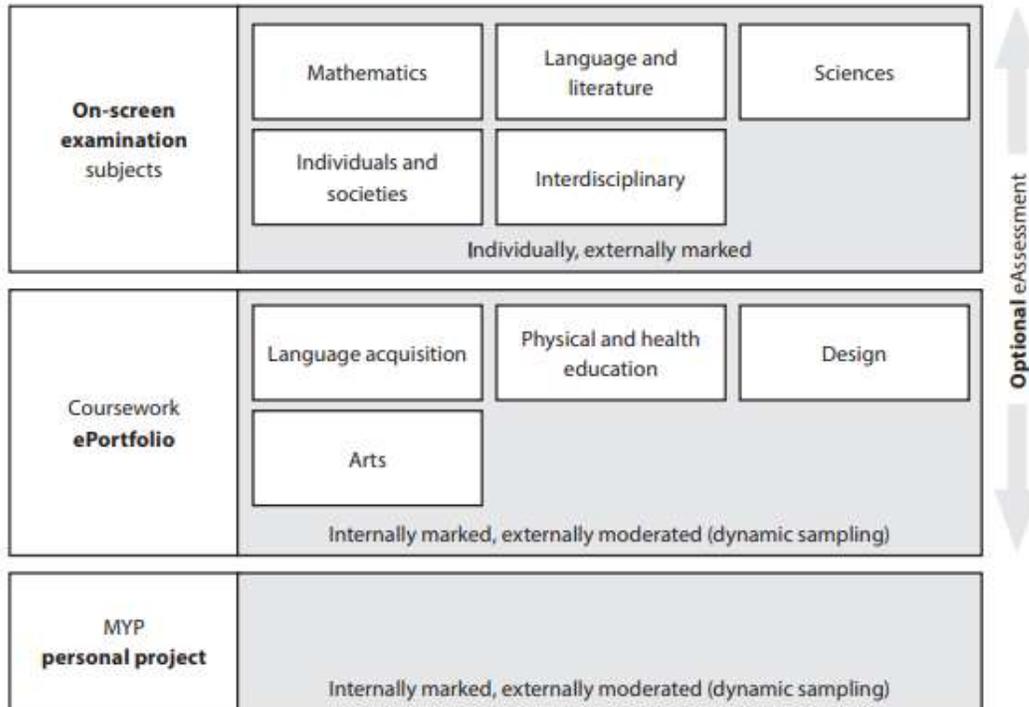


Figure 12
MYP eAssessment model

IB MYP course results

Students who complete MYP year 5 are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school’s expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally-validated by MYP eAssessment.

IB MYP certificate

Students whose IB MYP course results meet certain conditions are also eligible to receive the IB MYP certificate. This award requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- The personal project.

In order to obtain the IB MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1-5 | 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 | 6-9 | 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 | 10-14 | 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 | 15-18 | 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 | 19-23 | 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 | 24-27 | 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 | 28-32 | 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. |
|--|--|-----------------------------------------------------------------------------------------|

Diploma Programme

IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Students and parents are made aware of the IB assessment criterion through :

- Student subject handbook and Diploma Programme Handbook
- Informational meetings with the IB Diploma Program Coordinator
- Parent Teacher Meetings
- Managebac
- Website

Internal Assessment

Internal Assessment allows the students to carry out their assessment over the duration of the course. All IA's are graded by the respective subject teachers and uploaded for IB to evaluate who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments is governed by the School's Internal Submission Calendar. This calendar is agreed to by all teachers and published to all stakeholders. Please see Appendix A for a list of the current IA due dates.

Examples of internal assessment include:

- Oral exercises in language subjects
- Projects
- Student portfolios
- Reports
- Class presentations
- Practical laboratory work
- Mathematical investigations
- Artistic performances

External Assessment

External Assessment refers to work that is conducted and overseen by teachers, and then graded externally by examiners. End-of-course exams are the primary means of External assessment, but it also includes work such as the Extended Essay, English Language and Literature written tasks, Language B written assignments and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by the School. The IB Exam Calendar is also published to all stakeholders.

The internal deadlines help the School to do backward planning for each of the external assessment components.(Appendix A)

IB Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidences of the candidate's work of last two years, candidate's performance in internal assessments and teacher's knowledge of the IB standards. PGs may be used:

- By the IBO in grade award meetings when considering a subject's grade distribution and the performance of individual candidates

- By the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- By Calorx Olive International School as an evaluation tool of teacher comprehension of the requirements and standards of their course

Teachers are required to submit IB Predicted Grades to the IB Diploma Program Coordinator in March every year. The dates for submitting these records are reviewed with the faculty at the start of the academic year and published to teachers and the administration.

University Predicted grades

Many colleges expect predicted grades from the month of October, hence predicted grades in such cases are calculated on the basis of students' performance over a period of the academic session till then (based on the cut off date of the university concerned), their performance in Internal assessments and observation of the subject teachers.

Grade Boundaries for DP

Grade boundaries in the different subject groups is decided as per the boundaries given in the most recent subject report by IBO.

Procedure for Standardisation

Standardization of assessments within the subject group is done for term exams.

Diploma Programme grading of Formative assessments – Effort grades

Subject teachers will maintain a grade record of all formative assessments held during the classroom sessions. They will also enter an average grade of each student on Managebac at the end of each term. The effort grades will not have any weightage in the report cards issued at the end of each term. The effort grades are as under:

A- Learner always takes initiative, completes work on time, is diligent, punctual, responsible, enthusiastic and co-operative

B- Learner generally completes work on time, consistently participates, comes prepared for test, is punctual

C- Learner is a passive participant, submits work but occasionally late, needs to be pushed to do work.

D- Learner is always late in submission, sometimes fails to submit, takes no initiative and shows no interest in the process of learning.

Diploma Programme Summative Assessments

At the end of each term a Summative Examination will be conducted for each subject.

1. For DP1 the examinations will be termed as First Term Exam and Final Term Exam.
2. For DP2 the examinations will be termed as First Term Exam, Mock 1, and Mock 2.
3. As a part of summative assessments, a unit test will be scheduled at the end of every unit by each subject teacher.

Conducting and Reporting Term Exams

1. The answer papers have to be collected from the examination coordinator on the same day of the exam.
2. The marking should be done according to the marking scheme prepared earlier. (It will be in alignment with the previous year's grade boundaries).
3. Wherever possible Department / Subject Head will be responsible for moderating the marking done by the teachers examining before any results

are released in order to support and maintain the reputation and equity of the teacher and the school.

4. Final Grades are entered by subject teachers for a particular term on Managebac based on conversions of marks scored by a child with reference to the grade boundaries of the previous year.

5 Students should be shown the marked examination papers in a timely manner and teachers should discuss the correct answers with the class.

6. Papers can then be taken home by students for parental review.

7. The report card is generated electronically for students and parents.

8. A parent teacher meeting is called to discuss the progress of the child.

Student Preparation

Revision of portion covered during the term should be done for a minimum of one week before the term examination. Students should be given the following information well in advance.

1. Examination Timetable

2. Examination Portion

3. Examination Rules and Regulations

4. Materials required during the examination of each particular subject

5. Materials prohibited during examinations

Absenteeism during summative assessments

If a student misses examination due to any reason, he/she will be reassessed on the summative assessment. The student has to produce medical certificate/prior permission (in case of family emergencies). However, punitive action will be taken if school finds that the student is trying to exploit. The decision of the Head of the School regarding the action to be taken in case of such violation will be final and no further request whatsoever will be entertained in this regard.

Further, the parent of the candidate may request the school for an arrangement of retest **one day prior or one day later** to the date of that specific examination paper (missed by the student).

Monitoring and reporting

- The result is updated regularly on Managebac.
- Extended Essay and Creativity, Activity, Service is informed to the candidate and other stakeholders through Managebac.

Mock Examination for DP 2 students:

- The mock exam calendar is set by the Diploma Program Coordinator in consultation with subject teachers and the school administration. These exams provide the school and learners an opportunity to know their level of understanding and competencies in the subject and help them to prepare further, accordingly.

DP May Session Exams

- IB exams at Calorx Olive International School is conducted in strict accordance with IB regulations. Students are registered for the May session. The invigilation duty is performed by the educators of the school. All teachers on duty for the purpose of invigilation undergo a training exercise to understand the procedure and practices of the IB exam.
- It is kept in mind that the subject teacher whose exam is being conducted is not put on invigilation duty on that particular day. The respective subject teachers whose subject exam is going on are not expected to be in the vicinity of the exam room. The security during the examination is the responsibility of DPC and Calorx Olive International School administration. Mock exams at the school are carried out during the months of February and April.

IB Exam Rules and Policies for Students (for internal as well as external examinations)

General Guidelines:

- Candidates must know their session number.
- When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
- Candidates must arrive 10 minutes prior to the start of any examination and may not be allowed to sit the examination if they arrive late.
- The coordinator/invigilator will decide where they will sit during an examination. They must remain seated until permission is given to leave the examination room.
- No refreshments allowed in the examination room. (At the discretion of the Diploma Programme Coordinator, drinking water is permitted.)
- They may only take to their desk/table the following items:
 - 1) General stationery, for example, black/blue pen, pencil, eraser, geometry instruments, ruler. Correcting fluid and gel pens are not permitted.

- 2) Materials specified by the IB as required for a particular examination, for example, an electronic calculator, a clean copy of a case study and/or data booklet.
- 3) A bilingual translation dictionary for non-modern language examinations, that does not contain notes of any kind.
- 4) No Smart watches or storage device allowed in the examination room.

If required by the coordinator/invigilator, any items brought into the examination room must be available for inspection. This includes electronic calculators.

- The following rules apply to the use of electronic calculators.
 - 1) Candidates must not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the exam materials.
 - 2) Examination questions must not be stored or recorded in the memory of a calculator.
 - 3) During an examination, no attempt must be made to conceal information or programs stored in a calculator.

- 4) If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programmes stored on the calculator.
- Your coordinator/invigilator has the right to remove you from the examination room if your behaviour interferes with the proper conduct of the examination.
 - Five minutes reading time is permitted for all examinations except multiple choice examinations. Only Reading is permitted during this time.
 - Once the student is in the room, the process of examination is considered to be in progress and they are expected to follow all IBO examination rules and regulations.

Early departures:

- Candidates must not be allowed to leave the examination room during the first hour or during the last 15 minutes of an examination. On the occasions when two or more examinations are scheduled for the same time of day, but end at different times, the coordinator may

decide whether candidates are permitted to leave the examination room before the last 15 minutes of an examination.

- If a candidate leaves the examination room before the scheduled finish time, the candidate will not be allowed to return.

Misconduct

- Attempt to steal exam paper
- Not following the instructions/ disobeying DPC or exam proctor
- Attempting to communicate with other candidate(s)
- Trying to borrow/share stationery or calculator or any other stuff
- Helping other candidate(s) or seeking for help from other candidate(s)
- Using unauthorized material
- Trying to disrupt the environment of the exam room
- Attempting to remove exam material from the room
- Leaving without permission
- Continually arguing even when asked to stop
- Attempting to communicate the content of the exam paper within 24 hours of the exam

In case of misconduct or breach of code of conduct, academic honesty policy will be referred to an action will be taken accordingly.

Late Arrival:

- In case a student is late, but he/she arrives within half an hour of the start of exam, he/she will be permitted to take the exam. Whether a late arrival is allowed into an examination is entirely at the discretion of the coordinator.

In the case stated above no extra time will be given to that candidate.

- The IBO reserves the right to decide
- After 30 minutes no late arrivals are allowed into the exam room

Early Departures

- Students should not leave the exam room during the first hour or towards the last quarter of the exam.
- In case a student leaves early he/she will not be permitted back.
- In case of illness, the IB coordinator may allow the candidate full time for the exam.
- If a candidate needs to relieve (visit washroom), there must be no communication with any one during that period.

- No material should be taken out of the exam room, no reference to any material during absence from the room and any material should not be brought inside the room.

End of the Exam

- Examinee is responsible for filling out the cover sheet appropriately.
- Examinee must return the test scripts, including resource booklet, question paper, rough sheet (if any).
- Examinee must leave the examination room in silence and an orderly manner.
- Examinee should not disclose the content of any exam to any person outside the school community within 24 hours of the exam.

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 |

Internal School Deadlines for Diploma Programme

| SUBJECT | | DEADLINE (DP Year 2) |
|----------------|------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Orientation | Parent orientation | June 1 st Week |
| Extended Essay | Discussion of extended essay and IA | July 2 nd Week |
| | Topics for IA and extended essay to be finalized with the understanding of procedure of working for all subjects | July 3 rd week |
| | Submission of First Full Draft of Extended Essay | November 3 rd week |
| | DP EXTENDED ESSAY | January 2 nd week |

| | SUBMISSION DEADLINE | |
|---------------------|---------------------------------------------------|-------------------------------|
| | | |
| Theory of Knowledge | TOK Mock Presentation | October 1 st week |
| | TOK final Presentation | November 3 rd week |
| | TOK Essay First Draft | December 2 nd week |
| | | |
| Final TOK | DP Theory of knowledge Final Submission deadline. | March 2 nd week |
| | | |
| CAS | 1 Review | July 4 Week |
| | Final Review | December 2 nd week |
| | Complete CAS with Compilation Form | March 3 rd week |
| | | |

| | | |
|--------------------------|-----------------------------------------------------|-------------------------------|
| | | |
| Group 1- English | IOC | October 2 nd week |
| | Written Task 1 | October 4 th week |
| | Written task 2 | November 3 rd week |
| | Written Task 3 | December 2 nd week |
| | Written task 4 (HL only) | January 4 th week |
| | | |
| Group2 Languages B | Hindi/French/ Spanish written task final | December 3 rd week |
| | Hindi/French/ Spanish Individual Oral Commentary | January 3 rd Week |
| | | |
| Group3- Humanities | Economics Commentary 1 (first draft) | June 3 rd week |

| | | |
|-------------------|--------------------------------------------------------------------|---------------------------------------------------|
| | Economics Commentary 2 (first draft) | July 2 nd week |
| | Economics Commentary 3 | December 1 st week |
| | Economics final submissions | January 2 nd week |
| | | |
| | BM survey to be started/ Psychology/ ITGS IA topic finalization | July 2 nd week |
| | BM/ Psychology/ ITGS: First full draft IA. | November 3 rd week |
| | BM/ Psychology/ ITGS- IA (Final) | January 4 th Week |
| | | |
| Group 4- Sciences | IA should go on along with the topics | By January 4 th week all IA completed. |
| | | |

| | | |
|------------------|------------------------------------------|--------------------------------|
| | Biology First full draft IA | August 4 th week |
| | Chemistry First full draft IA | September 4 th week |
| | ESS first draft of IA | November 4 th week |
| | First draft of Physics IA | December 1 st week |
| | Sciences IA Final Submission deadline | January 4 th week |
| | | |
| Group 5 Maths | Topic discussion and Finalization | August 3 rd week |
| | Draft 1 | November 2 nd week |
| | Final draft | December 3 rd week |
| Group 6 | Portfolio | February 2 nd week |

Caution: Standardization of the dates has its own limitations. It must be clearly understood that dates are planned for longer periods, in advance. However, keeping the Indian calendar in mind, weeks can be altered.

Review of Assessment Policy: Roles and Responsibilities

DP Coordinator along with Heads of Departments will be collectively responsible for the annual review of the assessment policy for the first three years and after that, the review will be done every two years. After review, the recommendation(s) will be sent to the Head of the School and after the approval of the Head of the School, the suggested changes will be incorporated in the policy. The link to the revised policy will be given on the school's website.

The Honour Code of Calorx Olive International School:

All students use an "Honor Code Pledge" for all major assignments. This reminds the students of the importance of both, completing their own work with their own efforts and allowing others to do so as well. It is included as part of the assignment rubric or on the cover sheet.

The Honour Code Pledge:

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The Honour Code Pledge:

I pledge to adhere to the rules and regulations of my classroom and of our School.

This means that:

1. I will not distort the truth, cheat or misrepresent someone else’s work as my own. I ensure that all work submitted for assessment is authentically mine.
2. I am expected to review my work before submission to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
3. I will fully and correctly acknowledge the work and ideas of others.
4. Additionally, I will not assist any fellow student(s) by providing test information or answers before, during or after the testing session.

5. I have thoroughly prepared for this assignment and am proud of the work that I am presenting.

6. I may be required to submit my work using Turnitin. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept my work within school and/or to submit my work to the IB.

7. I am expected to comply with all internal school deadlines. This is for my own benefit as it may allow time for revising work that is of doubtful authorship.

8. I am aware that teachers have the right to refuse to assess me if they do not believe I have completed the work, and if I cannot prove my ownership to their satisfaction, or the satisfaction of my Programme Coordinator. The IB will accept the teacher's decision in this case.

9. It is my responsibility, if academic dishonesty is suspected, to prove that all pieces of work are my own, and have not been plagiarised.

10. I pledge to earn my own grades based upon my own efforts.

11. I pledge that I will be responsible for my own actions and will accept appropriate consequences for my actions, for any violation of this Honor Code.

Student Name: _____ Grade: _____ Signature:

References:

1. Honour Code has been inspired and adapted from Copenhagen International School's

Academic Policy Document 2012, Making The PYP Happen.

2. Fridley Public School Assessment policy

3. Guidelines for developing a school Assessment policy in the Diploma Programme

4. TOK Guide

5. CAS Guide

6. Diploma Programme From Principles to Practice

Policy reviewed on 15 March 2018:

People involved Director, Coordinators and two teachers from each section (PYP/MYP/DP).

Next Review on 15 March,2019