



Calorx Olive International School

IB World School

CALORX OLIVE INTERNATIONAL SCHOOL

Ahmedabad

ASSESSMENT POLICY

2023-24

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.

Teachers use a range of methods to document the evidence of student learning and understanding in all the above aspects. This includes observation sheets, reflection sheets, 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. (PYP) 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. (MYP)

Scope of Assessment:-

- Assessment is the process of collecting, analyzing 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 each specific learning programme, learning area or subject.
- 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, open ended tasks 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” (MYP / DP)and keep Academic Honesty in mind while submitting all work.Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

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:

- 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 home assignment 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.

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 and measured.

Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

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 of 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 homework, this too, is a kind of formative assessment.

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 Statement of Inquiry and prompts students towards action.

Prior Knowledge Assessments.

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/ Formative 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 Logbook.
- The Assessed work with remarks and the Students' Levels of Achievements

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 share these assessment records with parents in Parent – Teacher meetings held every two months /open forums or in conferences or via email after each unit. 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 assessment due to ill health or other reasons will be expected to fulfill 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.
-

The Reporting Policy:-

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

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

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 on the Learner profiles, Attitudes for each Unit in the Report card (PYP)
- 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.(MYP/ DP)
- Some assessments will be submitted through “Turnitin” so that malpractice and plagiarism can be checked.

- **PYP Students :**

Co-constructing Learning Goals and Success Criteria

In PYP, personal learning goals support the creation of high expectations by:

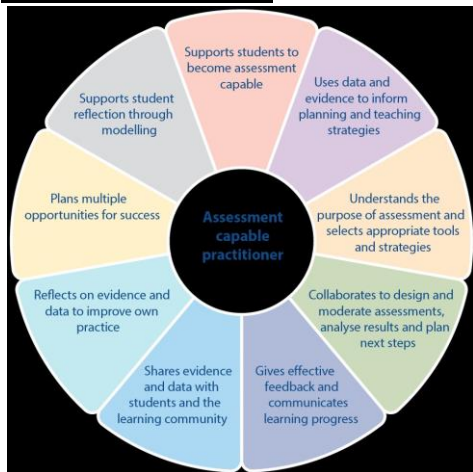
- making learning transparent to the teacher, the student and their families
- building a shared understanding of what learning is to be achieved
- encouraging reflection and focused feedback
- inviting students to take ownership of their own learning.

Success criteria describe what quality and achievement will look like. They are specific and measurable. Students and teachers co-construct success criteria to answer the questions “What does successful learning look like?” and “What are we looking for during learning?”

Co-constructed success criteria support learning by:

- building a common understanding of what constitutes quality
- allowing for specific feedback on learning and feed forward into next steps of learning
- providing the structure and language for reflection, self-assessment and peer feedback
- providing the criteria against which learning is measured.

For PYP Teachers :



Parents: (with modification)

- By looking at Student Led Conference (PYP), the grades on progress reports and the comments made at the term Reports and the Portfolios, parents can evaluate how well learners are making progress over longer periods.
- By looking at the grades on progress reports and the comments made at the term Reports, parents can evaluate how well learners are making progress over longer periods (MYP)
- By looking at the comments(feedback, feedforward) 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.

What to Assess (PYP) new

The students develop being internationally minded as it builds knowledge, conceptual understanding and approaches to learning skills. After identifying age appropriate learning outcomes, teachers plan multiple opportunities to demonstrate their learning. The criteria for assessment must be known to students at the beginning of the inquiry and should be documented in one of the PYP planners, an adapted planner or the PYP planning process. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills.

Inquiry

PYP assessment recognizes the importance of monitoring , measuring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students’ ability to make connections across subjects and to apply skills to construct new knowledge.

When monitoring and documenting student learning, the teacher considers:

- the nature of students’ inquiry over time—observing for depth and breadth
- students’ awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects
- how students demonstrate and develop subject knowledge
- how students apply their conceptual understandings to further their inquiries successfully
- how students demonstrate and develop the approaches to learning
- how students demonstrate both independence and an ability to learn collaboratively.

Conceptual understanding and approaches to learning

- Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

In order to assess the conceptual understandings, we use a varied range of ‘**Thinking Strategies**’

How to assess

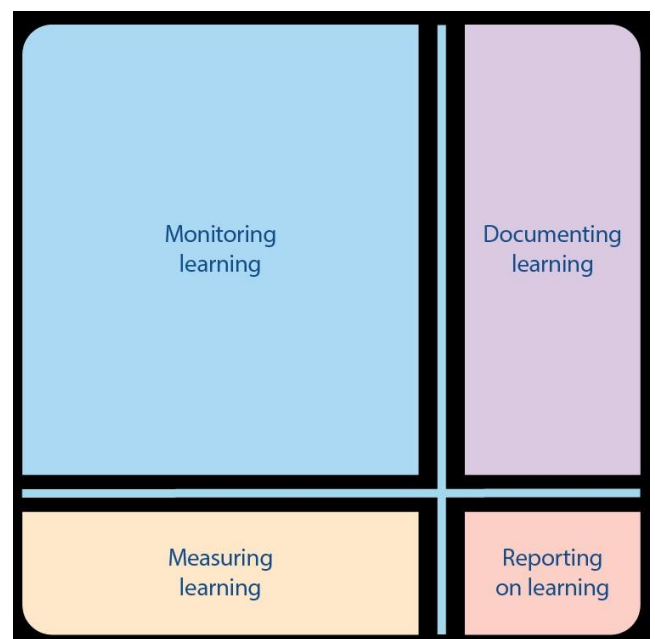
PYP assessment has four dimensions:

- Monitoring
- Documenting
- Measuring
- Reporting

Monitoring Learning :

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies:

- Observation- General class observations ,Students’ interactions ,Team work
- Performance assessments -Role play, Presentation , presentation through visuals
- Process - focused assessments - checklists, reflections and narrative descriptions (such as process learning journals)
- Selected responses - Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example Written / Oral assessments, Quiz responses
- Open- ended tasks



Documenting Learning :

Documentation is both physical , partly digital and is recorded in a variety of media forms like process learning journals, Units of Inquiry folders , portfolios.. It gives an insight into learning and provides opportunities to reconnect with learning goals and success criteria.Documentation tools could include exemplars, checklists, rubrics, anecdotal records,portfolios.

Measuring Learning :

Analyzing learning

The teachers use a range of methods and approaches to gather information about students' learning. They record this information using a variety of tools and strategies like PPTs, toddle software(under trial) , photography evidence , Unit of Inquiry folders, and video recording. The school uses this data to analyze student learning. The outcome of this analysis when implemented enhances learning and teaching.

Assessment Practices

The three assessment practices—for learning, of learning and as learning—serve different purposes.

Reporting Learning :

Reporting on assessment includes communicating what students know, understand and can do. School reports in the following ways :

1. Student-Led Conferences

The Student-Led Conference is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only.

2. Parent Teacher Meetings

PTM's are held at regular intervals.An average of five to six yearly meetings are held.They are formal discussions between parent and teacher.

3.Class Assemblies

Class assemblies are held after the completion of each Unit of Inquiry every year. Students demonstrate their conceptual understandings, Learner Profile and Approaches to Learning Skills.

4.The PYP Exhibition

The PYP Exhibition is the culmination of the Primary Years Programme. It takes place in the final year of the Primary Years (PYP 5 at Calorx Olive International School), which aims to celebrate and share students' learning with the whole community. The exhibition provides a culminating experience of the learner's engagement with PYP. This is an opportunity for the students to exhibit the attributes of the Learner Profile and Approaches to Learning Skills , Student Agency which they have been developing throughout the Primary Years Programme.

5. Written Report cards

The Report card informs on student progress and areas of improvement in various disciplines of UOI, Learner Profile attributes and the Approaches to Learning skills of a child. It includes Teacher Feedback and Feedforward.

Teacher feedback - Feedback on knowledge, conceptual understandings and approaches to Learning Skills supports students moving towards their desired learning goals.

Teacher Feedforward - Feedforward on where could the student move on to next

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

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 portfolio should also showcase development of all the Learning Teaching (Knowledge, Approaches to Learning Skills, 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, Self Evaluation, ATL Self assessment)

ASSESSMENT IN MYP

Assessment is integral to all learning and teaching. 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).

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students’ achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

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 realworld 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.

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 journal 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.

Monitoring and reporting

- The reports are updated regularly on Managebac.
- Personal Project is recorded by the candidate through a drive. Personal Project, and E-Assessment details are informed to different stakeholders through orientation.

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 MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted.

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

- Informational meetings with the IB MYP Program Coordinator.
- Parent Teacher Meetings
- Managebac
- Orientation • Website

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 doing so, 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 is also a must for the personal project .

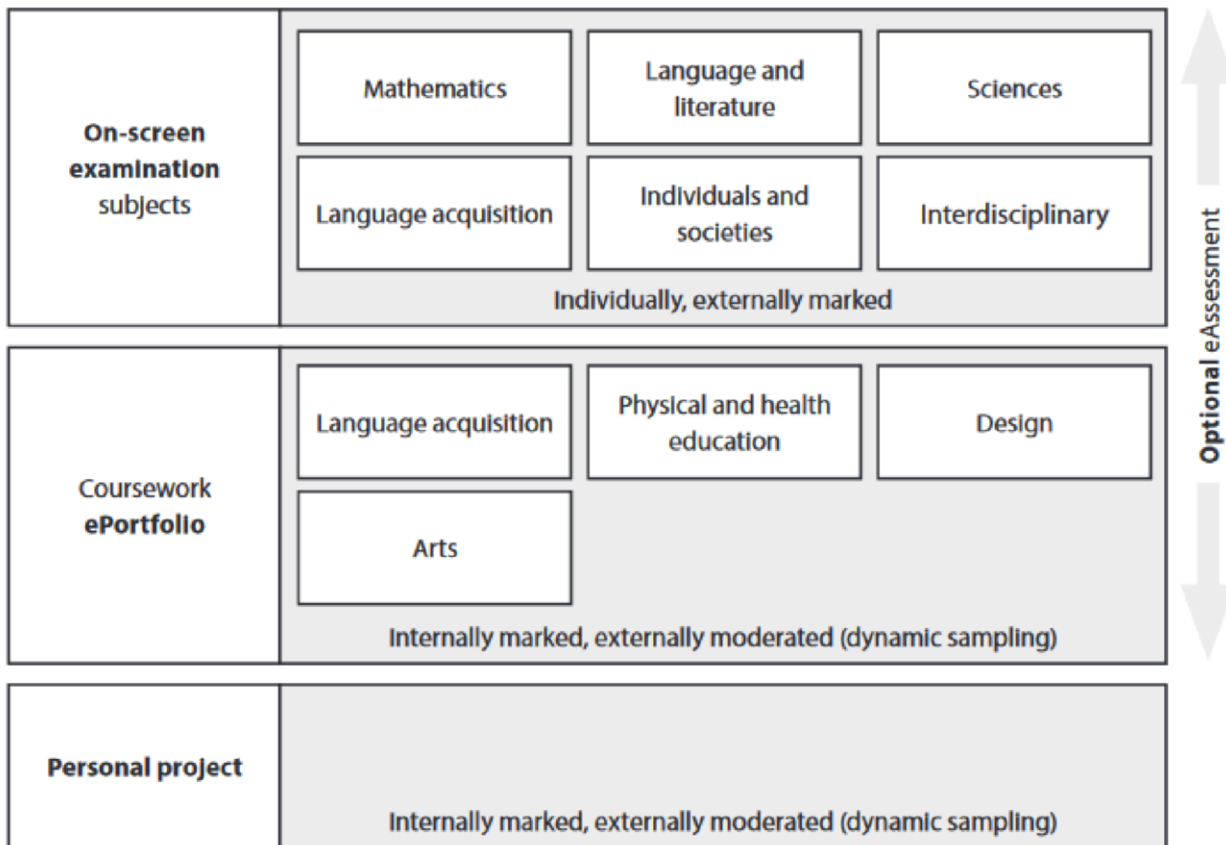
MYP eAssessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB-validated grades.

Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

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, Language acquisition and interdisciplinary learning
- **Personal Project:** A student-centered 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.



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:

- six on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one e Portfolio from a course in physical and health education, art 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.

Using MYP assessment criteria

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

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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 realworld contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
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
Personal projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

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.

Conduct of e- assessment :

Materials permitted in the examination room

Candidates may take to their workstation:

- a pen or pencil for rough/scratch notes

- a bilingual translation dictionary for non-language and Interdisciplinary learning examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
- a clean copy of the MYP mathematics formula booklet

Candidates must not share these materials during the examination.

It is not permitted for candidates to bring any other stationery items into the examination room; this includes all calculators, as the relevant on-screen examinations offer a calculator application.

Candidates must not share these materials during the examination.

It is not permitted for candidates to bring any other stationery items into the examination room; this includes all calculators, as the relevant on-screen examinations offer a calculator application

If unauthorized material is found in a candidate's possession, they will be held in breach of regulations, regardless of whether they intended to use the material during the examination. Therefore, it is important to provide candidates with the opportunity to declare the possession of unauthorized material before the start of the examination.

The document **Conduct of the on-screen examinations:** notice to candidates must be read by all candidates and, if necessary, explained to them.

Personal belongings not required for the examination must be removed from candidates. However, articles that a candidate may consider a "lucky charm" or similar may be placed on a candidate's workstation, at the discretion of the coordinator.

Drinking water is permitted at the discretion of the coordinator but must be contained in a clear bottle with a secured lid. Food, refreshments, and drinks other than water are only permitted for candidates with a medical condition, such as diabetes.

If authorized by the coordinator prior to the examination, a candidate with a diagnosed illness may take necessary medication during the examination. If the nature of that medication could prove a distraction for other candidates, the candidate concerned should take his/her examination in a separate room. This can be arranged at the discretion of the coordinator

Starting the examination

- Candidates must remain silent until they have left the examination room.
- Candidates must know their six-digit school code and six-character candidate code.
- Candidates must ensure that the correct candidate and subject details are displayed.

- Candidates should then be instructed to begin the examination, which consists of five minutes reading time, followed by two hours for answering the questions and, finally, an optional ten-minute Reflection Journal.

Early departures

- Candidates are not allowed to leave the examination room during the first hour or last 15 minutes of an examination.
- Any candidate leaving the examination before the scheduled finishing time is not permitted to return and their IT device must remain in the examination room

Ending the examination

The candidate's screen will display a clock that counts down to the end of the examination. During the last minute of the examination, the clock will display a countdown of the remaining 60 seconds.

Once the examination has ended, invigilators will collect any rough/scratch paper used, and candidates may then be permitted to leave the examination room.

Late arrivals – less than 60 minutes

During the first hour of an examination, the coordinator/invigilator may allow late arrivals to take the examination, regardless of the reason why a candidate is late. Direct such candidates to their seats with the minimum of disturbance to other candidates.

The candidate may be allowed the full time for their examination if there are adequate arrangements for supervision.

Whether a late arrival is allowed into an examination is entirely at the discretion of the coordinator.

Late arrivals – after 60 minutes

- After 60 minutes, and if there is no acceptable reason for lateness, the candidate is not be allowed to sit the examination. If there is an acceptable reason for lateness, at the discretion of the coordinator, the candidate may be allowed the full time for the examination.
- The name of the candidate and their candidate code, time of arrival, and the exceptional circumstances causing the late arrival, must be reported to the IB Global Centre, Cardiff, at the earliest possibility, using the Adverse circumstances email link under Contact us on IBIS.

Academic misconduct

Academic misconduct constitutes a breach of regulations that could result in no grade being awarded in the subject concerned.

The following actions are examples of misconduct relating to on-screen examinations:

- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate
- impersonating another candidate

- possessing unauthorized material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- leaving the examination room without permission
- discussing the content of an examination with any person outside their immediate cohort within 24 hours of the examination ending
- attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending

The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations.

Diploma Programme

. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning. Schools must analyse assessment data to inform teaching and learning. DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP also places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to 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
- Orientation
- 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 are 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 Formal Summative 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 Formal 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 Mock2.
3. As a part of summative assessments, a test will be scheduled at the end of every unit by each subject teacher.

Conducting and Reporting Term Exams

1. The answerpapers 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 the 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 the 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 an examination due to any reason, he/she will be reassessed on the summative assessment. The student has to produce a medical certificate/prior permission (in case of family emergencies). However, punitive action will be taken if the 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 are 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 behavior 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.

Internal School Deadlines for Diploma Programme

MYP Deadline calendar 2022-2023

January , Week 1 (Criteria A) Art, Design, Theatre Portfolio Submission
 January , Week 4 (Criteria B) Art, Design, Theatre Portfolio Submission
 February , Week 2 (Criteria C) Art, Design, Theatre Portfolio Submission
 February , Week 4(Criteria D) Art, Design, Theatre Portfolio Submission

DP Deadline Calendar 2022-23

Subject	Submission deadline	Time
DP orientation	Orientation for IA, EE, TOK by DP coordinator	June 3rd week
CAS Orientation	DP 1 CAS orientation	June 3rd week
Group 1 English	IOC	July 1st week
	Written task 1	August 1st week
	Written task 2	August 2nd week
	Written task 3	August 3rd week
	Written task 4 (HL)	August 4th week
Group 2 Languages B	Hindi/French/Spanish written task Final	September 3rd week
	Hindi/French/Spanish Individual Oral Documentary	January 3rd week
Group 3 Humanities	Economics Commentary 1 (1st draft)	June 3rd week
	Economics Commentary 2 (1st draft)	July 2nd week
	Economics Commentary 3	December 1st week
	Economics final submissions	December 2nd week
	BM survey to be started	July 2nd week
	Psychology /ITGS/ Design and Technology IA topic finalization	
	BM / Psychology / ITGS/ Design and Technology (1st draft)	August 2nd week

	BM / Psychology / ITGS/ Design and Technology (Final draft)	September 2nd week
Group 4 Sciences	Biology / Chemistry / Physics (1st draft)	July 2nd week
	ESS (1st draft)	July 2nd week
	Biology / Chemistry / Physics / ESS (final draft)	September 2nd week
Group 5 Mathematics	Topic discussion	August 3rd week
	1st draft	September 2nd week
	Final draft	November 3rd week
Group 6 Arts	Portfolio Theatre / Visual arts	11th February, 2023
Extended Essay	Discussion of EE and IA (all subjects)	January 2nd week
	Topics for IA and EE to be finalized with the understanding of procedure of working for all the subjects	February 2nd week
	EE 1st draft	October 4th week
	EE 1 ST REFLECTION	April 4 th week
	EE Interim reflection	October 1 st week
	Teachers comment on first draft	November 1 st week
	Viva date.	January 1 st week
	Final reflection	January 2 nd week
	EE final submission	January 4 th week

TOK	TOK mock presentation	Year 2 June 4th week
	TOK final presentation	January 2nd week
	TOK essay 1st draft	December 2nd week
Final TOK	Final Essay	January 4th Week
TOK Exhibition	TOK Exhibition	23rd July
CAS	1st review	July 4th week
	Final review	December 2nd week
	Complete CAS with recompilation form	December 3rd week
Group 4 project	Group 4 discussion	July 1st week, 2022
	Group 4 final submission	20th October, 2022

Extended Essay (EE) Supervision Document:

EE Coordinator: Sona

ENGLISH

Timeline:

First draft submission: OCTOBER (2nd week) (date)

Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have 3 (number) reflection sessions with their supervisor throughout the process.

The reflection sessions will be scheduled on

APRIL (dates). (4th week) First reflection

OCTOBER (1st week) Interim reflection

NOVEMBER (1st week) Teachers comment on first draft JANUARY

(1st week) Viva date.

JANUARY (2nd week) Final reflection

HINDI

Timeline:

First draft submission: JANUARY (1st week) (date)

Final submission: FEBRUARY (3rd week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.

The reflection sessions will be scheduled on

OCTOBER (1st week) (dates).First reflection

DECEMBER (1st week) Interim reflection

DECEMBER (2nd week) Teachers comment on first draft FEBRUARY
(1st week) Viva date.

FEBRUARY (2nd week) Final reflection

BUSINESS MANAGEMENT

Timeline:

First draft submission: OCTOBER (2nd week) (date)

Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.

The reflection sessions will be scheduled on

APRIL (4th week) (dates).First reflection

OCTOBER (1st week) Interim reflection

NOVEMBER (1st week) Teachers comment on first draft JANUARY
(1st week) Viva date.

JANUARY (2nd week) Final reflection

ECONOMICS

Timeline:

First draft submission: OCTOBER (2nd week) (date)

Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.
The reflection sessions will be scheduled on
APRIL (4th week) (dates).First reflection
OCTOBER (1st week) Interim reflection
NOVEMBER (1st week) Teachers comment on first draft JANUARY
(1st week) Viva date.
JANUARY (2nd week) Final reflection

BIOLOGY

Timeline:

First draft submission: OCTOBER (2nd week) (date)
Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.
The reflection sessions will be scheduled on
MARCH (4th week) (dates).First reflection
OCTOBER (1st week) Interim reflection
NOVEMBER (1st week) Teachers comment on first draft
JANUARY (1st week) Viva date.
JANUARY (2nd week) Final reflection

PSYCHOLOGY

Timeline:

First draft submission: OCTOBER (2nd week) (date)
Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.
The reflection sessions will be scheduled on
APRIL (4th week) (dates).First reflection
OCTOBER (1st week) Interim reflection
NOVEMBER (1st week) Teachers comment on first draft JANUARY
(1st week) Viva date.
JANUARY (2nd week) Final reflection

COMPUTER SCIENCE

Timeline:

First draft submission: OCTOBER (1st week) (date)

Final submission: JANUARY (4th week) (date)

Mandatory reflection sessions:

Students will have _____3_____ (number) reflection sessions with their supervisor throughout the process.

The reflection sessions will be scheduled on

MARCH (4th week) (dates).First reflection

AUGUST (1st week) Interim reflection

NOVEMBER (1st week) Teachers comment on first draft

JANUARY (1st week) Viva date.

JANUARY (2nd week) Final reflection

The reflection sessions will be conducted in person or virtually, depending on the circumstances.

Engaging in a topic of choice:

Students will choose their own topic for the extended essay.

Supervisors will guide and support students in their topic selection.

Supervisors will ensure that the chosen topic aligns with the requirements and guidelines of the EE.

Selection and informing of supervisors:

Supervisors will be selected by the DP Coordinator in consultation with subject teachers and the student.

Supervisors will be informed of their role and responsibilities by the DP Coordinator.

Supervisors will attend training sessions organized by the DP Coordinator to ensure they understand the EE process and requirements.

Other considerations:

Supervisors will provide feedback and guidance on each draft submission.

Supervisors will ensure that the final submission meets the requirements and guidelines of the EE.

Supervisors will communicate regularly with the DP Coordinator regarding the progress of their students.

Assessment and Reporting Policy Document

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 MYP coordinator and PYP Coordinator, 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.

International Baccalaureate Standards and Practices

The policy is pertinent to the following IB standards / practices:

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404- 03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- International Baccalaureate Programme Standards and Practices

The Honour Code of Calorx Olive International School:

Honour Code guidelines are explained to the PYP students with regards to Academic Integrity.

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(MYP and DP).

The Honour Code Pledge:

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:
--

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 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.
6. I am expected to review my work before submission to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
7. I will fully and correctly acknowledge the work and ideas of others.
8. Additionally, I will not assist any fellow student(s) by providing test information or answers before, during or after the testing session.
9. 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.
10. I am expected to review my work before submission to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
11. I will fully and correctly acknowledge the work and ideas of others.
12. Additionally, I will not assist any fellow student(s) by providing test information or answers before, during or after the testing session.
13. I have thoroughly prepared for this assignment and am proud of the work that I am presenting.
14. 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.
15. 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.
16. 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.
17. It is my responsibility, if academic dishonesty is suspected, to prove that all pieces of work are my own, and have not been plagiarized.
18. I pledge to earn my own grades based upon my own efforts.
19. 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. I have thoroughly prepared for this assignment and am proud of the work that I am presenting.
20. 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.

21. 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.
22. 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.

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

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

25. 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:

- PYP Learning and Teaching - Assessment in the Primary Years Programme
- Honour Code has been inspired and adapted from Copenhagen International School's Academic Policy Document 2012
- Fridley Public School Assessment policy

Guidelines for developing a school Assessment policy in the Diploma Programme

- TOK Guide
- CAS Guide
- MYP: From principles into practice (updated August 2022)
- The conduct of IB Middle Years Programme on-screen examinations
- Diploma Programme From Principles to Practice Policy reviewed

REVIEW COMMITTEE MEMBERS:

- School Core Team
- Two Teachers each from each program

Last reviewed on

- April 2023

Next Review on April 2024