



**ela
green
school**

An IB continuum
world school



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

EGS

ASSESSMENT POLICY

2026 - 2027

Learning for action,
Action for change



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY

ELA Green School

Assessment Policy

2026 - 2027

Early Years | Primary Years | Middle Years | Diploma Programme

Learning for Action, Action for Change

Intellectual Courage | Empathy | Responsibility | Resilience | Sustainability

Policy Information and Review Cycle

Area	Details
Policy title	Assessment Policy
Academic year	2026-2027
Applicable programmes	Early Years Programme, Primary Years Programme, Middle Years Programme and Diploma Programme
Prepared by	Programme Coordinators and relevant policy team
Reviewed by	Head of School, Programme Coordinators, Heads of Department and relevant academic/support teams
Approved by	Head of School / School Management
Last reviewed	Friday, 12 June 2026.
Next review	June 2027

Purpose of the Policy

This policy establishes a clear, consistent and developmentally appropriate approach to assessment and reporting across ELA Green School from Early Years to Diploma Programme.

Scope of the Policy

This policy applies to all learners, teachers, coordinators, Heads of Department, parents and school leadership across ELA Green School. It covers assessment design, administration and feedback; reporting, PTM and SLC processes; retest, absenteeism and promotion decisions; internal standardization and moderation; academic integrity, access arrangements and digital assessment.

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Policy Note

This policy must be read together with the EYP/PYP Promotion, Progression, Readiness and Academic Growth Policy, the MYP/DP Promotion, Progression, Readiness and Academic Growth Policy, Student Discipline and Conduct Policy, Academic Honesty Policy, Language Policy, Inclusion Policy, Attendance Policy, Safeguarding/Child Protection procedures and applicable school circulars. Where a matter involves assessment, academic integrity, attendance, promotion, language support, access arrangements, safeguarding or conduct, the relevant specialized policy will prevail for that aspect of the case. The school will apply these policies together in a fair, age-appropriate, inclusive and evidence-based manner. No serious academic, assessment or progression consequence will be decided without documentation, parent communication where appropriate and review by the relevant school authority.

School Vision

“We focus on holistic development that encourages students to become resilient learners who positively transform the school, local and global communities. Students incorporate sustainability practices beyond the classroom and strive to be inclusive and empathetic to create a peaceful world.”

School Mission

“Our mission is to nurture resilient, intellectually courageous, and ethically grounded learners through a holistic Mind-Body-Soul approach. We foster students to think critically, act with empathy, and embrace diverse perspectives. Through authentic learning opportunities, students take responsible action, apply sustainable practices beyond the classroom, and positively transform their school, local, and global communities, contributing to a more inclusive and peaceful world.”

Our Motto

Learning for Action, Action for Change.

Our Core Values

Intellectual Courage | Empathy | Responsibility | Resilience | Sustainability

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Purpose of the Policy

This policy establishes a clear, consistent and developmentally appropriate approach to assessment and reporting across Ela Green School from Early Years to Diploma Programme.

Scope of the Policy

This policy applies to all learners, teachers, coordinators, Heads of Department, parents and school leadership across Ela Green School.

1. Assessment design, administration and feedback
2. Reporting, PTM and SLC processes
3. Retest, absenteeism and promotion decisions
4. Internal standardisation and moderation
5. Academic integrity, access arrangements and digital assessment

Assessment Philosophy

At Ela Green School, assessment is an integral part of learning and teaching. It supports holistic development, resilience, intellectual courage, ethical grounding, sustainability, empathy and responsible action. Assessment is not limited to marks, grades or examination performance; it supports learners in understanding where they are, what they need to improve and how they can move forward.

1. continuous and reflective
2. authentic and meaningful
3. criteria-related wherever applicable
4. inclusive and equitable without reducing rigour
5. developmentally appropriate
6. aligned with IB expectations
7. supported by clear feedback and feedforward
8. documented through evidence and moderated for consistency

Assessment for Responsible Action

In alignment with the school motto, Learning for Action, Action for Change, assessment at ELA Green School recognises not only what learners know and can do, but also how they apply learning in meaningful contexts. Assessment may include evidence of responsible action, service learning, sustainability initiatives, advocacy, leadership experiences, community engagement and authentic real-world problem solving. Such evidence supports the school vision of nurturing resilient learners who positively transform their school, local and global communities.

Monitor IB Learner Profile

- a. **Inquirers:** Learners ask questions, investigate ideas and deepen understanding.
- b. **Knowledgeable:** Learners build disciplinary and interdisciplinary understanding.
- c. **Thinkers:** Learners analyses, evaluate, synthesize and solve problems.
- d. **Communicators:** Learners express understanding through written, oral, visual, digital, performative and collaborative formats.
- e. **Principled:** Learners produce authentic work and uphold academic integrity.
- f. **Reflective:** Learners evaluate progress, respond to feedback and set goals.
 - i. **Balanced:** Learners understand the importance of intellectual, physical and emotional balance in
 - ii. learning and assessment. **Risk-takers:** Learner's approach unfamiliar assessment tasks with courage,
 - iii. independence and resilience.
 - iv. **Open-minded:** Learners consider diverse perspectives, cultures and ways of demonstrating understanding.
 - v. **Caring:** Learners demonstrate empathy, respect and responsibility while collaborating, giving feedback
 - vi. and applying learning to community contexts.

Assessment Policy and Connection with Other Policies

Admission Policy – Ela Green School follows a child-friendly admission process. Students are assessed according to their age and grade level through observations, simple activities, interactions, interviews, or entrance tests. The purpose is to understand each child's learning needs, skills, communication abilities, and readiness for the IB programme. Admission decisions are based on the student's performance, previous records, and overall development. For further assistance, kindly refer to the Admission Policy document.

Academic Integrity Policy – Students will adhere to all requirements of the Academic Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements, including the Extended Essay, Theory of Knowledge, and CAS.

Language Policy – At EGS, we are committed to providing an inclusive and equitable learning environment for students with all language backgrounds. All student language needs will be considered when creating and implementing assessments. All teachers consider themselves as language teachers and offer feedback to students about their language use.

Inclusion Policy – Ela Green School ensures that assessment practices are inclusive and equitable, aligned with its inclusion philosophy. Student needs are identified through observations, assessment data, and collaboration with parents. Teaching follows differentiated approaches to support diverse learners. All students are assessed against common criteria, with reasonable accommodations provided where needed. Assessments will follow all requirements outlined by the Inclusion Policy. For further assistance, kindly refer to the Inclusion Policy document. For the inclusive learners, a valid medical certificate or supporting document must be submitted and approved by the medical examiner before the assessment. This will enable appropriate accommodations and support to be provided for them during assessments.

Promotion Policy - Promotion decisions are made by the Programme Coordinator and Head of School. Teachers, HRTs, mentors and Heads of Department may provide evidence, but the final decision rests with the Programme Coordinator and Head of School. Where teaching-learning hours are not met due to long leave or absence, the school may grant conditional promotion, require bridge work, retain the learner, require an improvement plan or apply other academic measures case by case. For further assistance, kindly refer to the Promotion Policy document.

Disciplinary Policy - Academic non-submission may be treated as both an assessment concern and a discipline concern where appropriate. Both processes may run in parallel. Where non-submission is linked to documented medical, emotional, learning, language or family emergency concerns, the matter must be routed through Learner Support before major consequences are finalized.

- Repeated non-submission may affect ATL grades, effort grades, leadership roles, trips, representation opportunities, predicted grade evidence where applicable and recommendation letters in DP were serious.
- Willful or repeated non-compliance may be escalated under the Discipline and Conduct Policy as major conduct in the escalation matrix (Refer disciplinary policy).

Objectives of the assessment policy document

Assessment is a practice that drives instruction and involves teachers, students, and parents. Assessments measure student learning and inform stakeholders about an individual's areas of strength and areas of development. Information from assessment is used to find learning targets and plan the curriculum. The assessment policy helps us to design our assessment practices as per the IB guidelines. It helps us to design authentic assessments that allow students to be active participants in their learning. This policy helps us to create our assessment practices with a student-centric approach. It also helps us to communicate the IB assessment philosophy to all the stakeholders. We communicate clearly the IB Assessment philosophy to whole school community by sharing this assessment policy with the parents and students. We also conduct periodic parent and student orientations on assessments. This policy is posted in the school website and is easily accessible to all. Further, we have created assessment handbooks to students that clearly explain the assessment criteria and grade descriptors in a student friendly language. We share these handbooks with the students. We train them to understand and use the command terms appropriately. We give them proper feedback (within a week of their assessment date) on assessment tasks to help them achieve the highest level of performance.

Assessment policy helps them to understand the assessment practices including the nature of assessments in the IB programme and assessment cycle in the school.

Purpose of assessments

- Assessments at EGS serve to promote excellence in learning.
- Joy of learning
- Self-assessment and peer-assessment with the active support of the teacher
- Mutual understanding between student and teacher on goal setting, pace of learning, and acquisition
- of knowledge and critical skills
- Demonstrable skills of expression, collaboration, and service
- The general qualities expected of ethical leaders and fearless learners.
- Responsible action and positive contribution to the school, local and global communities. Sustainability awareness, empathy, resilience and ethical application of learning.

Characteristics of an effective assessment

Highly effective assessments are authentic, clear, and specific, varied, developmental, collaborative, interactive and open to feedback to feed forward (Adapted from Clarke 2012) (Appendix A). Developing the assessment capability within all the stakeholders of the learning community is crucial.

Defining features of assessments at EGS

Assessments in EGS acknowledge that:

- Each Student has a different learning style.
- Students have diverse cultural experiences, expectations, and needs.
- Students perform differently according to the context of learning.
- Students need to know their achievements and areas for improvement in the learning process. Students receive feedback (within a week of their assessment date) that is positive and/or constructive. Students get opportunities to improve on their performance in a non-judgmental environment.
- Assessments are differentiated to account for the diverse backgrounds of learners and account for inclusive education. Facilitators provide a wide variety of different assessment opportunities.
- Assessments will be authentic, engaging, relevant and generate appropriate responses that will measure
- students 'conceptual understanding.
- Criteria-related assessments using published and agreed learning objectives mandated by the IB and be made clear wto students by the teachers before tasks begin.
- Measure what students understand, what they can do and what they know.
- Balance between formatives (to assist students in building understanding, skills, and knowledge) and summative (to assess students' acquired understanding, skills, and knowledge).
- Be ongoing and reflective.
- Allow students to evaluate their progress and set targets for improvement.
- Be internally standardized both at departmental and grade level, and between the Secondary and Primary School, to ensure consistency.
- Be geared towards appraisal of a broad range of concepts, knowledge, and skills right for an increasingly complex world.

EGS offers multiple opportunities for facilitators to collaborate and discuss about their units and assessment opportunities. Facilitators collaborate, plan, discuss, trial, and implement various assessment strategies. Facilitators are open to revisit their plan to modify, alter or change their assessment strategy throughout the unit, informed by students' learnings. The school ensures continuous and rigorous training for its facilitators to design appropriate assessments.

Roles and responsibilities of the various stakeholders

Responsibility of the learners:

- Demonstrate their knowledge, conceptual understanding, and skills through assessments. Know, understand, and participate in constructing the success criteria for the assessments. Share their learning with the wider community.
- Meet deadlines.
- Be principled and courageous to self-assess their own learning as well as their peers.
- Exercise their agency to share their learning in the format of their choice.
- Adhere to Academic Integrity Policy.
- Reflect on feedback and act on it. Can apply for EUR of their grade within 3 days of getting their feedback.
- Maintain portfolios or E-portfolios where required.
- Updated application is required by the students for the digital examination.
- Should know their login credentials.
- No login credentials imply absent for the assessment.
- Use assessment evidence to take responsible action and improve learning habits.
- Demonstrate empathy, collaboration and academic integrity during individual and group assessments. Reflect on how learning can contribute to sustainability, service and positive change.

Responsibility of the teachers (facilitators):

- Use a variety of strategies and tools to record students' learning.
- Give agency to students in selecting assessment tasks and involve them in collaborating with teachers to co construct success criteria. Share the success criteria, along with the date of the summative assessment (typically two weeks in advance), with parents.
- For PYP, Timely and descriptive feedback is provided to students on both their learning process and performance. Feedback is communicated within three days of the assessment and shared with parents through Seesaw or other platforms. For both formative and summative assessments, feedback is delivered either orally or in written form within the same timeframe.

- For MYP and DP: FA/SA Feedback will be given within three working days after the completion of their assessment. Online submissions such as portfolios and EEs may take longer timelines according to their module submission deadline.
- Give evidence of student learning that can be understood by the parents. Review and reflect on assessments to inform teaching and learning practices. Design assessments aligned with curriculum expectations.
- Participation in moderation and standardization. Store required samples and reflections.
- Uphold academic integrity and avoid over-editing learner work.
- Design authentic assessment opportunities that allow students to demonstrate responsible action, learner agency, sustainability awareness and community connection wherever appropriate.
- Ensure that assessment practices support empathy, inclusion, diverse perspectives and respectful collaboration without reducing academic rigour.

Responsibility of the parents:

- Monitor and support student learning and development.
- Actively participate in all school wide events like reporting, SLC, Goal setting, PTM, acknowledging the formative assessments etc to support and celebrate the student's learning.
- Ensure that their child attends school on scheduled assessment days.
- Encourage independent learning and responsible action without completing work on behalf of the child. Support the school in developing resilience, empathy, responsibility and sustainable habits in learners.

Heads of Department and Programme Coordinators

1. Review and approve assessment processes as per timeline
2. Maintain consistency and rigour
3. Monitor assessment calendars and workload balance
4. Oversee internal standardisation and moderation
5. Approve retests in consultation with the Head of School
6. Coordinate access arrangements and learner support processes where applicable Monitor assessment evidence
7. related to ATL, learner profile development, responsible action and programme requirements where applicable.
8. Ensure that assessment, promotion, discipline, language and inclusion decisions are aligned with the relevant school
9. policies.

The teacher can expect the student to:

- Be on time to classes and be prepared with all the proper materials for class work and assessment activities; Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments, and projects, etc.—on time (either digitally or manually) and with due diligence;
- Present work neatly and appropriately.

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Give adequate time for students to complete each assessment task;
- Provide adequate access to any materials necessary for the successful completion of each assessment task; Assess all assignments and assessments appropriately and return it to students on time.

Expectations from parents

- The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go as far as to compromise the authenticity of the student's work.
- The school recommends that:
 - A student be provided with a quiet space at home and adequate time to complete their schoolwork;
 - A student has access to all the resources needed to complete their schoolwork including a computer with an internet connection and resource books.

Role of ICT in Assessments

We at EGS integrate ICT tool in the teaching and learning process as well as for assessments. Students are comfortable in using online platform (Microsoft Teams, Toddle, Seesaw) for accessing information, for learning and to demonstrate their learning. Microsoft Teams is used to help collaboration on group projects, enabling students to work together remotely, share ideas, and co-create assessments in real-time. They submit their assessments digitally whenever required, in a wide range of formats including multimedia presentations, videos and projects. They create their e-portfolios to showcase their learning and progress over time. At EGS, students develop their media literacy skills by using many digital tools such as journals and educational platforms (Toddle, Seesaw, Microsoft Teams). They are also trained to use relevant software to collect data, analyse the results for their investigations. Students are prepared for online competitive examinations and e-assessments. In MYP and DP, online platforms like AssessPrep and IB assessment may be used for the assessments.

ASSESSMENTS IN THE PRIMARY YEAR PROGRAMME

PYP assessments are transparent and it keeps everyone in the learning and teaching community informed. Assessments are closely monitored, documented, and used as tools for measurement. Every facilitator first collaborates and devises various strategies for assessments. They list down factors that will be measured as part of the assessments. Facilitators incorporate essential elements and ensure assessments at the PYP level is completely transdisciplinary in nature. Additionally, stand-alone subject's assessments are held separately. Such assessments also fully cater to every PYP requirement of assessment. When inquiry is assessed, a facilitator assesses how the student expresses his/her conceptual understanding, knowledge, actions taken, possession and displaying of transdisciplinary skills and exhibition of the learner profile attributes.

(a) Dimensions of assessments

(i) Monitoring learning:

The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

(ii) Documenting learning:

The documentation of learning is a compilation of evidence of learning. Documentation is physical as well as digital, it is displayed or recorded in a variety of media forms. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. At EGS documentation includes;

Portfolios, action board, learning journals, stories, are some formats that document learning goals, questions,

reflections, and evidence of learning.

Tools used for documenting learning include; exemplars, checklists, rubrics, anecdotal records, and portfolios.

(iii) Measuring learning:

The measuring of learning gathers “point-in-time” data on achievement and progress. Not all learning can be, or needs to be, measured. Measurements tools can be school designed, government test or commercially available standardised tests to measure student performance. At EGS, apart from formative, Summative, Self and peer assessments, we also consider following kinds of assessments:

Pre-assessment: A quantified in-house test to measure the language and math skills to inform the teaching and learning in the new academic session.

(iv) Analysing learning:

Teachers use multiple data points (Pre assessments, Formative, Summative, Self and peer assessment) to evaluate student progress. Academic team at school supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time.

• Teacher moderation:

At EGS, teacher internal moderation is an ongoing, collaborative process embedded within grade-wise planning to ensure consistency, fairness, and a shared understanding of assessment practices. Through professional discussions, teachers review assessment design, align success criteria with learning objectives, and analyse student work samples to ensure reliability in judgment. This process involves grade-level teachers, the PYP/Academic Coordinator, and, where required, the Head of School. Internal moderation takes place before learning to plan and align assessments, during learning to monitor student progress and adjust teaching strategies, and after learning to evaluate student performance and reflect on outcomes. Overall, it strengthens collaborative practice, supports diverse learners, and enhances the quality of teaching and learning.

• Reporting:

Reporting informs the learning community about the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. School employs open, transparent, and comprehensible process for reporting to provide useful information to parents and students.

At EGS, the following formats are used to report and communicate student’s accomplishment to parents.

Format	Frequency
PTC: Parent teacher conference (This may take the form of two way or three-way conference)	Thrice in a year
Format	Frequency
SLC: <u>Student-led conference</u>	Once a year
<u>Report Card</u>	Twice in a year
EYP Exhibition PYP Exhibition	Once in a year for EYP 3 and PYP 5
Portfolio	Quarterly
<u>Open House meetings</u> (Optional)	Round the year

(b) Types of Assessments

Assessment	Assessment for learning	Assessment of learning	Assessment as learning
Purpose	To inform teaching and promote learning. It serves as feedback to teachers, students, and parents	To certify and to report on learning progress.	To support students in learning how to become a self-regulated lifelong learner (goal setting)
Features	- Qualitative data - Informal - Indication of process - Indication of knowledge/skill/ conceptual understanding - Differentiated assessment	- Quantitative data (term end assessment) - Application of conceptual understanding - Based on teacher/ student/ peer judgement - Criteria-referenced - Differentiated through readiness, interest	- Students are active agents in their own learning by developing and using meta-cognitive strategies to: plan learning goals - monitor goals - reflect to modify learning and to adjust learning.
Ways to report	Ongoing communication through monthly report Regular formative assessments (oral and written)	Consolidated Reports Parent Teacher Conference (PTC)	Parent teacher student conference

Frequency	<u>Pre assessment</u> Beginning of any unit Beginning of the academic year Numeracy and literacy skills-touching base with the last year <u>Formative assessment</u> Ongoing monitoring for Unit of inquiry (one per LOI) Math (one per strand) Language (English, Additional Languages-French, Hindi, Tamil-phase-wise) (one per strand) Specialist subjects (PSPE and Arts) (one per strand)	<u>Summative Assessment</u> - Towards the end of every unit of inquiry (Units inside and outside the programme of inquiry) - For all subjects, a summative assessment is conducted for each strand at the end of the year.	<u>Goal Setting</u> - Before the PTI (July) - Goal review twice, during term 1 and term 2 Self or Peer assessment - Ongoing self and peer assessment to monitor Knowledge, Understanding and skills
Strategies (Methods or ways to gather data)	- Selected Response - Constructed - Response Open ended tasks - Observations - Learning centres - Quizzes - Sorting - VTR - Self-assessment - Peer assessment - Drawings - Explanation	- Open ended task - Performance based - task Close ended - tasks Observation - Process -based task - Project - based task.	(Conferring, specific assessment tasks, student participation etc)
Tools help us to record data	- Rubrics - Exemplars - Checklists - Anecdotal records	- Rubrics - Exemplars - Checklists - Anecdotal records - Standardized and non-standardized tests	Anecdotes

Source: The table above is adapted and modified from PYP: Principles into practice

Process to be followed for absentees

- Formative Assessment- For absent students, the Formative Assessment will be rescheduled on a later date, and as it is an ongoing assessment, parents will not be formally informed.
- Summative Assessment: - Summative Assessment will be rescheduled only for the students who miss this task on account of attending any event by representing the school.
- In case of any casual leave/sick leave, Summative assessment will not be rescheduled.

Assessment in the MYP and DP

Assessments in the MYP are criteria-based and structured as per the IB MYP guidelines. Assessments are conducted as learning, of learning, and for learning. Therefore, assessments take different forms based on the context and purpose. In the MYP, students are gradually prepared for the rigorous assessments that they need to handle in the Diploma Programme.

Formative Assessments

Periodic formative assessments (FA) are conducted throughout the unit. Formative assessments are the assessments used as learning and for learning. Formative assessments are used to build the skills required for the students to complete their summative assessments successfully. Number of formative assessments conducted in a unit of inquiry is decided by the teacher as per the requirement of the cohort. **However, at least two criteria based formative assessments will be conducted per unit and will be considered for making professional judgement in deciding the suggestive final grade for the student.** Formative assessments may include

- Peer reviews
- Self- assessments
- Quizzes
- Venn Diagrams
- Drawings
- Group discussions
- Debates
- Visualisation of understanding
- Written tasks

Summative Assessments

Summative assessments (SA) are typically conducted at the end of each unit of inquiry. Students are assessed based on the selected subject criteria in the summative assessments. Assessing students against criteria is extremely helpful to prepare them to reach higher level of performance. Task specific clarifications used in the assessments help the teachers to clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than compared against each other. Students receive feedback on their performance based on the criteria level descriptors. There will be a total of 4 Summative Assessments for MYP1 to MYP4. In MYP4, the SA 4 will be conducted as Year-end Assessment.

Year-end Assessments:

Year-end Assessments are conducted at the end of the year including the complete portion of the units done in the academic year. Questions will be based on subject criteria. This will be conducted on the structure of e-assessment pattern in MYP5.

Mock Examinations:

Mock examinations are conducted as a practice for the external examinations for MYP 5 and DP2 students. The pattern of the question paper will be similar to their final examinations.

Assessment cycle in the MYP and DP

The secondary (MYP and DP) school academic year is divided into Term 1 and Term 2 for ease of planning. The nature, frequency and type of assessments are different for different grades.

Grade	Term 1		Term 2	
MYP 1-3	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for the “best fit” grade.	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for the “best fit” grade.
	2 SAs	Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit grade.	2 SAs	Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit grade.
MYP 4	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for the “best fit” suggestive grade.	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for the “best fit” suggestive grade.
	2 SAs	Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit suggestive grade.	1 SA	Will be taken at the end of each unit. All the assessment criteria in the unit will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the best fit suggestive grade.
			Year-end Exam	Entire year’s syllabus will be included. Will be assessed based on MYP assessment criteria. Achievement level obtained in the paper will be considered for the “best fit” suggestive grade of the student.
MYP 5	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for calculating the “best fit suggestive grade”.	2 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for calculating the “best fit suggestive grade”.
	2 SAs	Will be taken at the end of each unit. All the assessment criteria for that subject will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the calculation of best fit suggestive grade.	1 SA	Will be taken at the end of each unit. All the assessment criteria for that subject will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the calculation of best fit suggestive grade.
			3 Mock Examinations	Entire MYP4 and MYP5 syllabus will be included (all the e-assessment topics) will be assessed based on MYP assessment criteria. E-assessment format will be used for training the students for the external examination.
DP1	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for the “predicted grade”.	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for calculating the “predicted grade”.
	2 SAs	Will be taken at the end of each unit. One or more	1 SA	Will be taken at the end of each unit. One or more
		the assessment criteria for that subject will be tested. Achievement level obtained in the paper will be considered for the calculation of predicted grade.		the assessment criteria for that subject will be tested. Achievement level obtained in the paper will be considered for the calculation of predicted grade.
			Year-end Exam	Entire year’s syllabus will be included. Will be assessed based on DP assessment criteria. Achievement level obtained in the paper will be considered for the “best fit” suggestive grade of the student.
DP2	4 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for calculating the “best fit suggestive grade”.	2 FAs	Will be taken during the unit. Aligned with one or more of assessment criteria strands. Achievement level obtained in the paper will be considered for calculating the “best fit suggestive grade”.
	2 SAs	Will be taken at the end of each unit. All the assessment criteria for that subject will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the calculation of best fit suggestive grade.	1 SA	Will be taken at the end of each unit. All the assessment criteria for that subject will be tested. Grade levels will be awarded based on the task specific criteria. Achievement level obtained in the paper will be considered for the calculation of best fit suggestive grade.
			2 Mock Examinations	Entire DP1 and DP2 syllabus will be included will be assessed based on DP assessment criteria. DP Board Exam format will be used for training the students for the external examination.

MYP specific guidelines

Subject criteria for all the subject groups in the MYP are listed in the below table.

Subject Group	Objective A	Objective B	Objective C	Objective D
Language And Literature	Analysing	Organising	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 Real World Contexts
The 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 Analyzing	Developing Ideas	Creating the Solution	Evaluating
Interdisciplinary Unit	Evaluating		Synthesizing	Reflecting
Personal Project	Planning		Applying skills	Reflecting

Subject Criteria for assessments

As per the MYP requirements, teachers should assess each subject criteria and all the strands at least twice in a year.

Calculation of Grades

Criteria based assessments are assessed using an MYP 8-point rubric. An example of such a rubric used in INS is given below:

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below
1-2	The student: - recognizes some vocabulary - demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: - uses some vocabulary - demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples
5-6	The student: - uses considerable relevant vocabulary, often accurately - demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: - consistently uses relevant vocabulary accurately - demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

Assessment Criteria to follow for teaching and grading:

- MYP1 subjects will follow MYP Year 1 Assessment Criteria for all the assessments.
- MYP2 subjects will follow MYP Year 1 Assessment Criteria for the assessments in the first term and MYP Year 3 Assessment Criteria for the assessments in the second term.
- MYP3 subjects will follow MYP Year 3 Assessment Criteria for all the assessments.
- MYP4 subjects will follow MYP Year 3 Assessment Criteria for the assessments in the first term and MYP Year 5 criteria for the assessments in the second term.
- MYP5 subjects will follow MYP Year 5 Assessment Criteria for all assessments.

When more than one criterion is assessed in a task, there will be multiple grades. For example, if an Individuals and Societies essay is assessed using Criteria A: Knowing and Understanding, B: Investigating C: Communicating and D: Thinking Critically, then the teacher will enter a separate score for each criterion, thus there will be four grades for the work. The total grade is then calculated by adding all the grades and by converting into a final grade (1-7) using the following conversion table:

Level of Performance

7	Boundary guidelines 28 - 32. Produces high - quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfer knowledge and skills with independence and expertise in a variety of complex classroom and real - world situations.
6	Boundary guideline 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.
5	Boundary guidelines 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.
4	Boundary guidelines 15 - 18. Produces good-quality work. Communicates a 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.
3	Boundary guidelines 10 - 14. Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding 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.
2	Boundary guidelines 6 - 9. Produces work of limited quality. Expresses misunderstanding 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.
1	Boundary guidelines 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.
N/A	Not Yet Assessed.
INA	Incomplete Work.

(Source: MYP: From principles into practice, 2022)

Internal standardisation of assessments and moderation of grades

Internal standardization in MYP – in the cases where more than one teacher is teaching the same subject group each year level, internal standardization will take place to ensure a mutual understanding of criteria and application of levels of achievement. According to the guide MYP: From principles into practice (2022): “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.”

- Teacher submits assessment draft to the Head of Department at least 10 working days before assessment.
- Head of Department reviews and provides feedback within 5 working days.
- Teacher revises and submits the assessment to the Programme Coordinator.
- Programme Coordinator reviews and approves within 4 working days.
- Only coordinator-approved assessments may be printed, uploaded, published or administered.

This process applies to all assessments. Moderation happens before, during and after assessment as appropriate. At least three samples - high, medium and low - should be moderated where applicable. Moderated samples, rubrics and teacher reflections must be stored in the central evidence folder. Teacher reflection after assessment is mandatory.

Grading system for MYP

Suggestive grade that the student is likely to get at the end of Term 1 is decided based on “best fit” by the teacher after looking at Achievement levels in Unit Summative assessments and formative assessments.

Suggestive grade that the student is likely to get at the end of Term 2 is decided based on professional judgement by the teacher after looking at Achievement levels of Unit Summative assessments and formative assessments and Achievement level in the Year-end Assessment (when applicable).

***End of the year grading for the report card will be the best fit grades of Term 1 and Term 2.

Grading system for DP

The two FAs that the subject teacher is going to consider for grading, and the final SA Marks will be shared to the DP Coordinator in each quarter which is then entered in an excel sheet. Based on the formula arrived among the subject teachers for various quarters, the grade will be assigned on the performance of the students. The grade boundaries will be obtained from the average of the previous 3 years grade boundaries in each subject. The Predicted Grade will be given based on the cumulative grades obtained by the student until the MOCK 2 Examination. The PGs for the University will be the cumulative Grades obtained until the submission of the applications to the respective Universities, be it an early admission or normal one.

Assessment (**formative, summative and year-end**)

When will it be taken?	Formats	Prior information	Reportable	Grading
Formative (During class time)				
During each unit to check the understanding of the Unit Objectives.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, Models etc.	Information about formative assessments will be given prior to the students.	Formative assessment with Unit criteria will be reported. Students get their guardians signature of the Task Sheet with grading.	Grading of formative assessments will be based on MYP assessment criteria which will be modified as per the need of the unit. It will be checked within / working days.
Informal assessments will be taken upon subject facilitator's decision as and when required.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, models etc.	Information about informal formative assessments may/may not be given prior to the students.	Informal assessments are not reportable. It is for the facilitators understanding and works as an aid for coming with grading during professional judgement.	Grading will be upon the facilitator's choice before completion of the Unit.
Summative (Scheduled during school days)				
At the end of the unit or *Process based assessments which are ongoing or require 3 or more slots during the unit- will not be announced in advance, since these forms of assessments happen through Continuous evaluation.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments, models etc	Will be notified a week before for students and parents through the students' Academic Diary.	Will be reported to parents and students with grading on their Task Sheet. A PTM also will be conducted to discuss the end Unit performance of the student.	It will be checked within 5 working days using the task specific criterion's as per MYP requirement.
Year- end examinations				
April	Online/ Pen and Paper	Dates of each subject with assessment details will be updated through circulars for parents and students.	Will be reported to parents and students through TERM end report card meeting	Deadlines will be given to teachers based on exam time table and email will be sent to parent and student containing the report before Parent Teacher Conference (PTM). Checking will be done based on task specific Clarification.

Process to be followed for absentees

- Formative Assessment- Student to be marked as absent/subject to reason behind absenteeism the teacher and coordinator will take a decision to conduct it on a later day.
- Summative Assessment: - Summative Assessment will be rescheduled only for the students who miss this task on account of a school event.
- In case of any casual leave/sick leave, Summative assessment will not be rescheduled
- Students will get the Summative assessment task sheet. Student can choose to attempt the task from home and get the feedback from the respective teacher. Student will not get achievement level and marked as "Absent" for this assessment.

Process to be followed for absentees during year end exam

For candidate who misses his/her examination, this means that the students' performance through the year will be taken into consideration while taking a decision regarding promotion for the next year. Performance includes - feedback by the teacher, formative assessment, Summative assessment (end of the unit) levels/scores. The school will not reschedule exams if the student is absent because of personal reasons.

Note: Even if prior information has been given in above same circumstances the exams need not be rescheduled. In case of any sports event (interschool, nationals) the exams will be taken after the actual exam takes place.

Invigilation process to be followed during year end and mock exam

When an examination is under way, following things should be taken care of:

- No additional time will be granted to students without authorization from the school. This information will be added in the exam time shared with invigilators so they are aware who get which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it.
- Subject teacher should not be the invigilator for the subject being examined.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

Decision regarding promotion to the next grade level

- The final decision regarding promotion of the student will be taken by the Head of School/Senior school /Principal/Programme Coordinator in consultation with the mentor teachers and subject teachers.

Recording Assessments:

All the grades are recorded in the student grade sheets throughout the year. We keep anecdotal records and track the ATL skill progress of the students as per the guidelines described in the ATL handbook created for the school.

How do we report student learning?

There are a variety of methods employed at EGS for reporting. These include:

Report cards

Report cards are generated twice in a year one at the end of Term 1 and one at the end of Term 2. They are shared with the parents prior to the PTM so that constructive discussions can happen around student performance. Reports show the progress in all areas of the curriculum: ATL skills and subject grades.

Student-led conferences

The goal of Student-led conference is to develop each student's ability to confidently discuss themselves and their work in an honest and open manner. It shows to the whole school community that we value the students in the assessment process by placing them at the very centre of their own learning and assessment.

- SLC helps develop constructive and open relationships and communication between students, parents, and teachers.
- SLC offers students, teacher, and parents the opportunity to reach mutual understanding of the nature of the work completed and the progress it indicates.
- SLC validates student learning and allow for discussion and explanation of individual achievements in a personal setting.
- Through focusing on students' work and analysing the student as a learner, students, teachers, and parents are provided with an opportunity to address specific issues.
- Honest and open discussions and focus on evidence of student learning allows opportunities for students, teachers, and parents to collaborate in making plans and to provide encouragement for the student as he/she continues to learn.

Parent-teacher Meetings

Parent-teacher Meetings may occur at any time during the academic year as EGS has an open-door policy. The teacher, parent or senior management team may initiate the interview. There is a scheduled parent/teacher interview time in Term 1 to review the start of the year. This is an opportunity to address goals and concerns for the upcoming academic year. In Term 2 another scheduled parent-teacher interview will take place to review the academic year.

eAssessments in MYP

EGS encourages all students to appear for external e-assessments conducted by the IB by paying an additional fee as per the IB fee guidelines. MYP eAssessments offers students to demonstrate their disciplinary and interdisciplinary understanding, international mindedness, critical thinking, creative and problem-solving skills. This will also provide them opportunities to apply their skills in unfamiliar situations. On-screen examinations and ePortfolios provide balanced model of assessment for schools seeking IB-validated grades.

Official recognition of achievement in the MYP is only available for students who appear and successfully complete the e-Assessments. The MYP certificate requires participation in external examinations on six on-screen examinations (one from each of the five required subject groups plus an interdisciplinary assessment)

1. One e-portfolio from one e-portfolio subject (arts, design or PHE)
2. Personal-project
3. Completion of service activities as per EGS service handbook.

Achievement is described by a point score of 56. IB will MYP completion certificates to students who will score

1. A minimum total of 28 of 56 points in total from all the papers.
2. Earn a grade of “3” or higher in each e-assessment and e-portfolio papers.

DP specific assessment guidelines

Assessment in the IB Diploma Programme is strictly guided by the IB guidelines and practices. The school will publish an assessment program early in the academic year indicating the tasks that will take place throughout the year.

Assessments in DP

Internal assessments

Internal assessments (IA) are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the classroom teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. The IA marks will contribute to the final IB DP grades depending on the weighting in respective subjects. IA will be scheduled across the two years duration of the course.

IA submission dates will be published and informed duly to students and parents.

External assessments

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not awarded by the classroom teacher. These assessments are IB exams that are administered during the May session at the end of Year 2 of IB DP as well as essays that are sent directly to IB examiners for evaluation. IB Examination dates will be published and informed duly to students and parents.

Awarding of the diploma

To achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for Theory of Knowledge and the Extended Essay, and complete the Creativity, Action, Service (CAS) element.

Candidates are required to fulfill certain requirements stipulated by the IB for the Diploma to be awarded. The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the conditions listed later in this document.

Reporting process of student performance

The school will follow the International Baccalaureate 1 (low) – 7 (high) grade scales. The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitment.

Grade descriptors

Grade 7:

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

Grade 6:

A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students demonstrate originality and insight.

Grade 5:

A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students show evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrate originality and insight.

Grade 4:

A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

Grade 3:

Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in a normal situation with full support.

Grade 2:

Limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

Grade 1:

Minimal achievements in terms of the objectives.

Following are the conditions laid out by IB in awarding the IB Diploma.

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Award of the IB diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a) CAS requirements have been met.
- b) The candidate's total points are 24 or more.
- c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d) There is no grade E awarded for theory of knowledge and/or the extended essay. e. There is no grade 1 awarded in a subject/level.
- e) There are no more than two grade 2s awarded (HL or SL).
- f) There are no more than three grade 3s or below awarded (HL or SL).
- g) The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- h) The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- i) The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- j) A maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

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 the evidence of the candidate's work and the teacher's knowledge of the IB standards along with the results of the calculation in the excel sheet mentioned above.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IB in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IB as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- The predicated grade of the student will be based on the Internal Assessments and Mock Exam.

How is the IB DP assessed?

IB Diploma Courses focus on cognitive skills and affective capacities. To maintain congruence, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

To enable students to demonstrate their abilities, a variety of assessment methods, which consider the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require internal assessment, which involves an external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

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

Personal research work: All students must give evidence of their ability to carry out independent work in the form of:

1. An Extended Essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the EE supervisor/ EE coordinator.
2. Guided coursework in some subjects. This work is internally assessed by the Subject teacher/ Supervisor and is externally moderated by the IB.
 - Internal Assessment for the Theory of Knowledge, and all other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
 - Completed CAS Portfolio.
 - Final written examinations held in the month of May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

Grade boundaries

The grade boundaries are the percentage scores that you need to attain in your assessments collectively to achieve a specific level out of 7. They will vary from subject to subject and get adjusted every year, since IB grades are on a curve.

(A student is graded in comparison to how everyone else did, and not in comparison to the maximum grade). Thus, grade boundaries are used as guidance, and they are not absolute.

Customized grade boundaries are used for reporting internally for Term/Semester grades. Over the course of two years, the grade boundaries will gradually taper in terms of difficulty levels and syllabus covered until the point in time when examination is conducted. This will ensure we get closer to an accurate picture of students' performance.

Absenteeism during exams

On grounds of serious illness or medical condition, students may be considered for re-conduct of the exam. However, absenteeism during IB Exams is subject to the policies set by the IB.

Recording and reporting

Report card will contain

- Semester grades
- Teacher feedback.

Differentiated assessments

IB assessments address inclusivity, equitability and accessibility by using the principles of universal design of assessments, including cultural diversity and sensitivity to personal identity, in assessment design and development considering student well-being during assessment design and development providing inclusive access arrangements for students with access requirements supporting students who are impacted by adverse circumstances during examinations ensuring that evaluation of achievement is carried out in a reliable and valid manner by providing instructions to IB examiners to reduce or eliminate bias during the marking process.

IB supports students with learning, physical, sensory, emotional, medical and other long-term challenges in their IB assessments (both in Diploma Programme and MYP eAssessments). Inclusive access arrangements include flexibility in duration, flexibility in presentation of material and resources/reception of content, flexibility in response, use of human assistance, flexibility in equipment, setting or location based on the requirement. The school shall make necessary arrangements to support inclusive students, by registering them for inclusive support as per the guidelines given in <https://www.ibo.org/globalassets/new-structure/programmes/equity-and-inclusion/access-and-inclusion-policy-en.pdf> . IB approved support documents are to be provided by the parents for getting inclusive support during assessments.

Evidence of application of the assessment policy in teachers, students and parents

This will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow their students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers, and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress, and future goals.

This will be evident when students: (as appropriate and applicable)

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.
- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers, and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.
- Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

This will be evident when parents:

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the centre of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.

Reference and bibliography

- Learning and Teaching- IB Resource Material
- "Assessment" ibo.org. N.p., 2019. Web. 17 Jan. 2020 <https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.16.5.3>.

• **Assessment policy of**

- Fountainhead School
- Ahmedabad International School

Policy Alignment and Synchronisation

Linked Policy	Assessment Policy Alignment
EYP/PYP Promotion, Progression, Readiness and Academic Growth Policy	Assessment evidence supports growth-based, developmentally appropriate promotion decisions using multiple sources of evidence, readiness, wellbeing and due process.
MYP/DP Promotion, Progression, Readiness and Academic Growth Policy	Assessment evidence supports subject grades, best-fit judgement, completion of IB requirements, eAssessment readiness, DP registration, predicted grades and academic progression.
Student Discipline and Conduct Policy	Assessment-related non-submission, malpractice or refusal may be reviewed with the Discipline Policy, while academic consequences remain under assessment, academic honesty and promotion procedures.
Language Policy	Assessment design considers language development, multilingual backgrounds and language accessibility while maintaining academic rigour. All teachers support language development.
Inclusion / Learner Support and Access Arrangements	Assessment remains inclusive and equitable. Reasonable accommodations may be provided without reducing assessment criteria or academic expectations.

APPENDIX: A. CHARACTERISTICS OF AN EFFECTIVE ASSESSMENT

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.



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IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

LEARNING FOR ACTION, ACTION FOR CHANGE.



INTELLECTUAL
COURAGE



EMPATHY



RESPONSIBILITY



RESILIENCE



SUSTAINABILITY



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