



## **Choithram International- Assessment Policy** **2022-23**

**Last Reviewed: July 2021**

**Next Review: December 2023**

### **Location of the policy:**

**Google Drive**

**Handbook**

**Website**

### **Table Of Content**

- IB Mission Statement
- CI Mission Statement
- CI Vision Statement
- IB Learner Profile
- Standard and practices
- Assessment Policy
- References

### **IB 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 programs of international education and rigorous assessment.

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

## **Choithram International Mission Statement**

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

## **Choithram International Vision**

To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world.

## **IB Learner Profile**

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

## **Standards and Practices**

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

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

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

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

## CHOITHRAM INTERNATIONAL ASSESSMENT POLICY

### **1. Assessment Philosophy:**

The primary purpose of assessment and evaluation at Choithram International is to support and improve the process of teaching and learning. As all students have different learning styles, experiences and abilities, the assessment and evaluation of their learning must be fair to all students, be varied in nature and allow students to demonstrate the full range of their learning.

Teaching, Learning and Assessment, are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge, concept and attributes that will aid success within the IB programmes, in school, and beyond.

Assessment is a vital part of the learning process. The purpose of assessment is the holistic development of the learners which helps them to understand their capabilities and enables them to overcome their shortcomings.

Assessment reflects learning and is a continuous process involving *formative assessment* throughout the learning cycles and *summative assessment* generally at the end of Unit/Term/Semester. Learning and assessment at CI is criterion- related and has educational and pedagogical value.

**Alignment with other policies:** The assessment policy is aligned with the School Philosophy, Admission Policy and Inclusion Policy, as it provides all learners, including those with learning disabilities, equal opportunity to develop into balanced and responsible human beings. In coherence with the language policy, it also allows scope for providing language support to students to better understand the assessment tasks.

All students and parents must read, understand and sign the academic honesty agreement which ensures fair assessment practices over the academic year across the Programmes.

### **2. Principles of assessments**

The educational objectives, the learning outcomes and the assessment are intrinsically related.

- Assessment is central to the teaching- learning process and actively involves all learners.
- Assessment allows teachers to evaluate and measure the success in meeting specific learning objectives, creating a positive ground of effective feedback and sharing them with the parents and students.
- Learning outcomes and criteria for assessment (which are based on IB criteria) are communicated to students and parents
  - through induction/orientation sessions.
  - curriculum booklets/handbooks
  - in class discussions
- Assessment addresses synthesis, evaluation, reflection with the fundamental cognition (knowledge, understanding and application), higher-order cognitive skills and the relevant ATL skills.
- Assessment is ongoing and reflective, allowing students to evaluate their progress and set targets for improvement, this involves self-assessment, peer assessment and setting goals for improvement.
- Assessment must reflect the international-mindedness and Learner Profiles attributes
- The assessment process is based on an agreed and consistent framework within which the school and individual departments/faculties can continue the systematic development of formative and summative assessment.

### **3. Assessment Practices**

Assessment at Choithram International is a structured and coherent amalgamation of formative and summative assessments where all the above-mentioned principles are put into practice. Students take responsibility for their own learning and that of their peers through reflection and self or peer assessment.

#### **3.1. Formative Assessments:**

Formative assessments are woven into the fabric of daily teaching and learning and help to plan the next stage of learning. They are aimed at identifying the learning needs of students and making the learning process supportive to the summative assessments by providing detailed feedback on the nature of students' strengths and weaknesses, and to help develop students' capabilities. Peer feedback is also encouraged which is teacher mediated. Formative assessments cover a range of challenge levels for the student which keeps on increasing as the student progresses. Assessment tasks are designed to suit the need of the unit and learning objectives.

#### **3.2. Summative Assessments**

Summative assessments are a means to gauge student learning at a particular point in time relative to the predefined IB criteria communicated to students prior to and during the assessments. Summative assessments give the students an opportunity to demonstrate what they have learnt in the course taught by applying their knowledge in new and unfamiliar contexts. These assessments are generally used as part of the grading process.

For summative assessments and promotion, 80% attendance of a student is a mandatory requirement of the school.

#### **3.3 Differentiation**

At CI the assessment tasks take into account the requirements of students with inclusive educational needs in PYP/MYP/DP. Considering the challenges a student might face, if required, the subject teacher may support the student by simplifying the language of the task/question.

Moreover, access arrangements are made for students with diverse learning needs based on their IEP (Individual Education Plans). All Access arrangements are made for such students during MYP and DP assessments as per IB mandate and as specified in the Inclusion Policy of the school. Access arrangements may be provided at MYP and DP level but in no case any modification is allowed in meeting the demands of the assessments or the learning outcomes.

#### **4. External examination (IB/Cambridge):**

The External examinations indicate the examinations conducted by the examining bodies of IB and Cambridge at the end of grade 10 and grade 12 of schooling of a student. At the end of grade 10, students may opt for IGCSE or MYP e assessments. The IGCSE examination is taken in the March series and MYP e Assessment is taken in the May series. IBDP examination is taken in the May series every year.

#### **5. Analysis of Assessments:**

Data from the summative and formative assessments is analyzed by the teachers to provide information about student learning and individual needs of students and to help differentiate the curriculum within the year.

Assessment information is analyzed collaboratively across the grade level subject groups to evaluate the learners' subject wise academic performance, development of skills as well as the program requirement.

## **6. Recording & reporting:**

Effective reporting involves parents, students and teachers to be partners in the learning journey.

Reporting on assessment will include communicating what students know, understand and can do emphasizing on the progress of students' learning, identifying areas of growth, and contributing to the efficacy of the programme.

In MYP and DP, the parents are informed about the academic performance and other areas of the student's progress thrice in every Term. The report of a student's progress and learning is shared through 'Student Profile' twice after the formative assessment cycles and the report of Summative assessments is shared at the end of the Semester/Term.

## **7. ATL skills and Learner profile:**

All skills are developed through various units as per the objectives of the unit and accordingly teachers create situations and provide experiences and opportunities so that the skills are developed. Students and teachers reflect on the development of the skills at regular intervals. Teachers also use informal observation to give feedback to the students for the learner profile development.

## **8. CI Penalties for academic misconduct, missing deadlines or non-submission:**

Penalties/consequences are clearly communicated to the students/parents through various policies, handbooks and reinforced by the tutors during meetings.

- **Plagiarism** : Work submitted which does not meet the IB standards and falls under academic misconduct will not be accepted or assessed leading to awarding of level '0' in the said criteria.
- **Absence** : In case of absence of a student on the day of assessment, the student must produce a valid reason for absence supported by the parent's testimonial or a medical certificate, if applicable. Only in that case students will have an opportunity to appear for the assessment at a later date else absent- 'ab' is reported.
- **Late submission/Non Submission of work** : Progress of students will be monitored in three interim meetings before the final deadline of submission of assignments and reminders will be given to students after every meeting. These meetings are intended just to ensure some work is done by the students and not to provide any direct assistance in the assignments.
  - Parents will also be informed if the student misses the deadlines.
  - Students may be withdrawn from all co-curricular commitments and activities till completion and submission of work.
  - If even after repeated reminders and parent involvement, the student fails to submit the task within the deadline, it would be reflected in the report card as a 'NS'.
  - Continued failure to submit may also reflect on the Predicted Grade and the Letter of Recommendation in case of DP students.

## **9. Diagnostic assessments**

Every year, diagnostic tests/psychometric tests are conducted for the students of MYP 4 and DP 1 in order to generate interest profiling and stream selection of the students. In MYP and DP at the beginning of

each academic Term/Semester, Language Proficiency tests are conducted and the progress of students language proficiency is reported through 'Student Profile'.

#### **10. Assessment timelines and Calendar:**

The assessment timeline is planned by all teachers collaboratively at the beginning of the session ensuring the deadlines are spaced sufficiently. This assessment Calendar is shared with the parent and student community at the start of the session along with the student handbook /assessment booklet consisting of the assessment criteria.

#### **11. Sharing of Policy with Stakeholders**

The CI Assessment Policy is available on the school website and in the student handbook. The policy is communicated to the parents through induction and reinforced through tutors during parent-teacher meetings.

#### **12. Roles and responsibilities of stakeholders:**

##### **Coordinator**

1. Planning of assessments and assessment calendar
2. Implementation of assessment policy.
3. Enforcement of academic integrity.
4. Enforcement of fair assessment.
5. Monitoring and evaluating internal standardisation
6. Evaluating and analysing result data
7. Ensuring a variety of assessments

##### **Exam Team**

1. Preparation of assessment schedule
2. Execution of exams
3. Enforcing academic integrity
4. Providing exam training to teachers and students
5. Ensuring fair exams
6. Preparing for inclusive ( access arrangements)

#### **Rights of stakeholders:**

##### **Students:**

The students being the major target stakeholders, exert rights in relation to the assessments at school. These are as follows -

1. Explanation and reinforcement of assessment requirements, objectives, criteria etc.
2. Timely information and orientation in relation to the ensuing assessments.
3. Access arrangements for any student as and when required.
4. Fair assessment practices for all students.



5. Periodic and transparent reporting of progress through assessments.

#### **Parents:**

Parental alliance and support is essential for administration of assessments and planning for further improvements in the process and student learning-

1. Parent orientation and reinforcement sessions on assessment requirements and practices.
2. Conveying feedback on the students' performance.
3. Regular reporting of the students' progress through PTMs, SLCs, Report Cards, Student Profiles etc.
4. Provision for resolving complaints, if any, in relation to assessments.

#### **Teachers:**

1. Orientation and training of new teachers regarding the principles of assessments.
2. Periodic reinforcement of the requirements of assessments.
3. Ample collaboration time to plan assessment calendar.
4. Timely information to teachers regarding assessment schedules.
5. Sufficient collaborative time to plan assessments.
6. Time and scope for executing fair assessments through internal standardization.

### **13. Review of the policy**

The policy is reviewed once in every two years/as per the requirements by the staff and revised by Programme Coordinators and HODs or as per changes in the IB/contextual circumstances. **The last review was done in July 2021.**

#### **Annexure I: Assessment in PYP**

The PYP teachers use a variety of methods in their learning and teaching, students are provided with opportunities to demonstrate their learning in a myriad of ways. The goal is to support the learners thoughtfully and meritoriously through the acquisition of subject-specific knowledge and conceptual understanding and the progression of approaches to learning. Assessment practices at CI are founded on the concepts of assessment for learning, assessment as learning and assessment of learning. They are varied in their purpose and outcomes which helps students with diverse academic needs and learning styles. This provides teachers with a wide range of perspective and evidence of students' development.

#### **Assessment in PYP aims to:**

At CI aims of PYP assessment is to provide feedback on the learning process and the development of the essential elements to enhance the learning. Assessing students' prior knowledge as well as progress, monitoring their achievements throughout the learning process enables teachers to plan and refine their teaching accordingly.

#### **Assessment in PYP aims to:**

- Monitor progress and support learning that can lead to further inquiries
- Recognise and inform the efforts and achievements of students



- Guide the students in their future planning, teaching and curriculum development for producing a quality product or performance
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Engage in meaningful and active learning to make connections with real-life experiences
- Reflect on the development of the Learner Profile and ATL skills
- Evaluate the strengths, development and know the areas of improvement
- Endorse critical-thinking and self-assessment skills
- Ensure collaborative planning and implementation of the transdisciplinary assessments
- Comply with the IB curriculum requirements

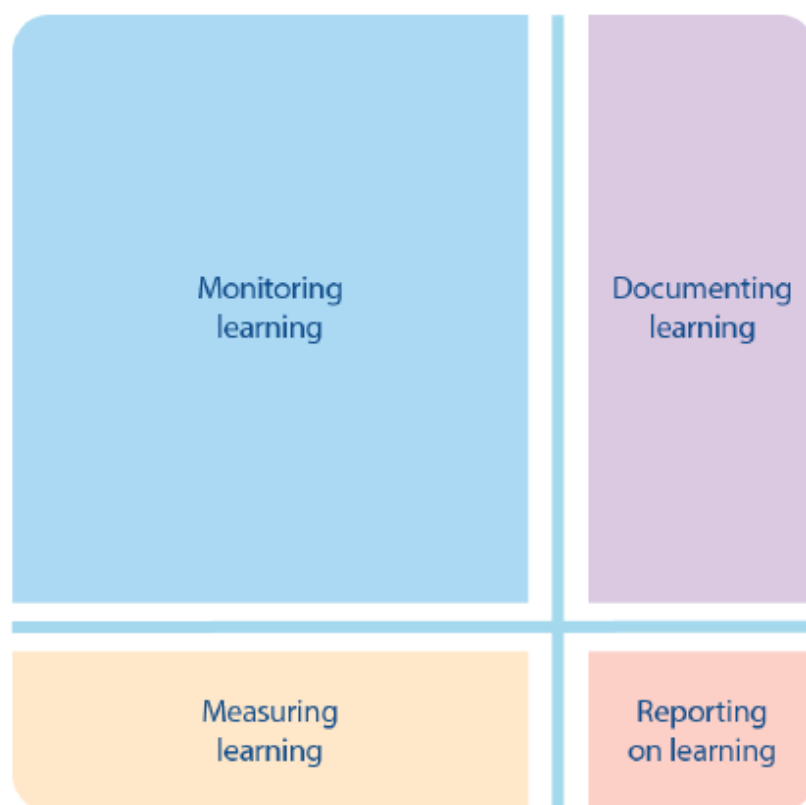
### **Assessment : Types of Assessment**

	<b>Assessment for learning</b>	<b>Assessment as learning</b>	<b>Assessment of learning</b>
<b>Purpose</b>	<p><b>Pre-assessment</b> Prior to introducing a new learning in order, we uncover the prior knowledge and experiences through pre-assessment which directly leads to further learning.</p> <p><b>Formative Assessment</b> Formative assessment is integrated into the daily learning process to provide both the students and the teachers with information about the learning process and development. This aims to promote constructive learning by giving regular feedback. Formative assessment and teaching are directly linked and function persistently together.</p>	<p><b>Self and Peer assessment</b> Assessment as learning takes place when students are their own assessors. They reflect on and monitor their progress, to inform their future learning goals. This can take place throughout the learning journey of the unit, through reflecting and reframing their goals. Some examples of this may include self and peer learning through assessment, interactive sessions, and feedback.</p>	<p><b>Summative Assessment</b> Summative assessment takes place at the end of every teaching and learning cycle giving students the opportunity to demonstrate their learning by applying their knowledge and skills in new and authentic ways. This way the students are informed about their learning and teaching process and progress. We collaboratively design the summative assessment task for the unit of inquiry at the beginning of each unit and measure the central idea.</p>
<b>Examples may include.....</b>	<p>Visible Thinking Routine (i.e. See, Think, Wonder) Concept Map KWL charts Surveys, questionnaires, and inventories Process journals Exit slips</p>	<p>TAG strategy Grow and Glow Two stars and a wish Checklist</p>	<p>Performance Based task Projects Essays GRASPS, Bloom's Taxonomy, Thinkers key Visible Thinking Routines (i.e. I used to think, now I think)</p>

	Quizzes Process journals Reflections/self-evaluations		
<b>Frequency of the assessment</b>	Ongoing assessments throughout the unit (4- 5)	Ongoing process throughout the unit	At the end of the unit (product)

### Assessment of the Essential Elements of the PYP

Through the units of enquiry, the essential elements of the PYP are assessed and are recorded in the planner for each unit. Assessment of the knowledge expanded in each unit is done through the summative assessment reflecting the understanding of the central idea. The guidelines given by Lynn Erickson are also referred to in designing assessments. In this way assessments are linked to the PYP Curriculum elements. Every student action is acknowledged and celebrated. The four dimensions of assessment are monitoring, documenting, measuring and reporting on learning. Each dimension has a specific role, but together aims to provide evidence which informs the learning and teaching. However the four dimensions of assessment are not equalized yet each dimension has a crucial position and value.



<https://inquiryintolearningblog.wordpress.com/2019/04/13/assessment-what-and-how/>

#### Monitoring learning

Monitoring of learning aims to check the progression of learning against personal learning goals and success criteria. It occurs on a daily basis through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and constructive feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

## **Documenting learning**

The documenting of learning is the accumulation of the evidence of learning. Documentation can be physical or digital, and can be demonstrated or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and deceptive. It reveals understanding into learning and provides opportunities to reconnect with learning goals and success criteria.

Learners and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.

**Portfolios:** Students' Portfolio is maintained to display work of students and their progress in learning. The purpose of a portfolio is to provide a picture of each student's progress and development over a period of time as an individual or a group learner. Portfolio is a purposeful collection of student's work (student selected and teacher selected); which shows the development of knowledge, approaches to learning, attitudes, conceptual understanding, and the attributes of the learner profile over a period of time. Both single subject teachers and Homeroom teachers are required to provide time and structure for development of the student portfolio. Reflections, Teacher Feedbacks and assessment pieces are also included to contribute in the process of constructing meaning. The required entries per term are as per the school's portfolio agreements.

## **Measuring learning**

In CI, measuring learning entails using a variety of assessment methods and strategies to assess student progress and accomplishment. The IB programme emphasizes a balanced approach to assessment, including both formative and theme end assessments, and recognises the need of developing both content knowledge and skill development. The programme encourages collaborative data analysis for individual students, student cohorts, and the entire school in order to detect patterns and trends in student learning. These analyses' findings inform and guide decisions concerning teaching and learning. It is a comprehensive and continuing process that encourages continual improvement and contributes to the program's overall effectiveness.

## **Analysing learning**

Teachers assess student's achievement using a variety of data indicators. They employ a variety of assessment techniques and strategies to create an accurate picture of student growth and accomplishment across time. This includes student participation in the evaluation process, which increases their assessment capability. The IB programme encourages collaborative data analysis for individual students, student cohorts, and the entire school in order to uncover patterns and trends in student learning. These analyses' findings inform and guide decisions concerning teaching and learning. The goal is to organise, aggregate, and disaggregate data in order to extract knowledge that may be used to assist evidence-based decision making. Effective learning analysis enables continual development and contributes to the program's overall effectiveness.

## **Teacher moderation**

The review and adjustment of student tests and grades in collaboration to maintain uniformity and fairness among classrooms and teachers. Trained moderators analyse and evaluate samples of student work to verify that assessments and grades are trustworthy, valid, and consistent with IB standards and criteria. This procedure helps to guarantee that student grades appropriately represent their knowledge and skills, and that assessment practices are consistent across the school. Effective instructor moderation contributes to the program's overall efficacy by encouraging fairness, reliability, and validity in assessment practices.

## Reporting

Reporting on learning is an important part of the school assessment process. Its purpose is to inform the learning community on students' progress and accomplishments, as well as to identify areas for growth and improvement. The primary question that reporting attempts to address is, "How well are we doing?"

It is a crucial part of the evaluation process. Its purpose is to inform the learning community on students' progress and accomplishments, as well as to identify areas for growth and improvement. IB reporting has many forms, including student-led conferences, written reports, and portfolios, allowing for a diversity of viewpoints on student learning.

In education, reporting ensures that grade scales are open, transparent, and easily understood by all stakeholders, including students, parents, and teachers. Integrity encourages fairness, equity, and informed decision-making, and it contributes to the overall effectiveness of the educational programme.

### • Written Report

The written reports are produced and accumulated at the end of every term and are officially communicated to the parents online accompanied with a parent teacher meeting where the students' strengths and areas of improvement are shared to help understand the future course of action. Written reports include grading of students on the assessed strands and sub strands of inside and outside the units of Inquiry, grading of essential elements, acknowledging of IB learner attributes, reflection on ATL progression (using N, L, P, E i.e. N - Novice, L – Learner, P - Practitioner, E - Expert) and teacher feedback.

The descriptors used for **ATL progression** are mentioned below:

Abbreviation	Title	Description
E	Expert	Learners can show others the use of skill and precisely assess how effectively the skill can be used (self-regulation)
P	Practitioner	Learners engage with use of the skill confidently and effectively (demonstration)
L	Learner	Learners replicate others who use the skill and further use the skill with framework and supervision (emulation)
N	Novice	Learners are familiarised to the skill, and can look out to others performing it (observation)
N/A	Not Applicable	Not Applicable

The descriptors used for **grading** are mentioned below:

Abbreviation	Title	Description
E	Exemplary	Independent and advanced level of understanding
P	Proficient	Proficient and demonstrates consistently
S	Satisfactory	Showing noticeable progress
D	Developing	Developing and making progress
N/A	Not Applicable	Not Applicable

- **Conferences :**

1. **Student - Led conference :** As the name suggests, the students lead the conference and also take the responsibility for their learning by sharing the process with their parents. The conference is minutely observed by the teachers and students are assessed on the basis of their involvement in a variety of learning situations.

- All students participate in SLC once a year
- All Teachers and students work jointly to collect and reflect on demonstrated work
- A reflection sheet is completed by all three groups involved in the conference (student, parent and teacher)
- Content and time allotted will vary grade-wise

2. **Three way conferences** are organised for the parents and teachers to identify the students' progress. Students' introspect on their learning journey, achievements and weaknesses and communicate them to parents and facilitators. Accordingly, together they set future learning goals.

3. **Parent(s) - teacher meetings** are designed to inform parents about the students' progress. These help the facilitators and parents to resolve concerns and define their roles in the students' learning..

- **Exhibition (PYP) :** At CI the PYP 5 students participate in a culminating project collaboratively and collectively on any transdisciplinary theme. The exhibition unit involves them in identifying, investigating and offering solutions to real life issues and problems. Students engage themselves in an authentic and in-depth inquiry process and demonstrate their learning through action. In this process the students are required to demonstrate the five essential elements and exhibit the IB learner profiles. Exhibition provides the students with a platform to synthesize their PYP learning and celebrate the transition from primary to middle years programme.

### Analysis of Assessment Data

The teachers collaboratively review students' learning experiences, achievements and scope of improvement. This helps in analysing areas of improvement and deciding on the further course of action. The teachers are then able to set achievable goals for the teaching and learning process.

### Annexure II: Assessment in MYP

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 reach the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgement, guided by published MYP criteria explicitly given in subject guide, that are public, known in advance and precise, ensuring that assessment is transparent. 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.

MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives and the summative assessment tasks. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.

#### **Assessment in the MYP aims to:**

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

#### **Assessment Practices in the MYP**

MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit.

Besides teaching learning process, there are other assignments/assessments administered in MYP, like-

1. **Admission Test-** At the time of admission, an applicant needs to take up tests in English and Mathematics to ascertain the proficiency level of the applicant.
2. **Diagnostic Test-** During MYP4, the students are given diagnostic tests to ascertain their aptitude and interest for deciding the subject choices.
3. **Language Proficiency Tests-** To check the proficiency level of students in linguistic skills (English), tests are given twice during every academic year- in the months of July and December.
4. **Pre learning Assessments-** These are given at the beginning of a unit/topic to enquire the students' prior knowledge and initiate inquiry based learning.
5. **Home Works-** it is assigned regularly in order to keep the students in preparing, revising and practising the classroom learning.
6. **Formative assessments-** A variety of Formative assessments(Research, Note taking exercises, presentations, open ended, creative assessments, group tasks, written assessments etc.) are planned over the course of a unit to determine the next stages of learning. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.
7. **Summative assessment** is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Teacher's feedback on every task is criteria specific. Self-assessment and peer assessment are done by the students after their summative assessments, as per the teacher's plan.

At CI teachers regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. **The assessment criteria of year 2 are the same as that of year 3 published by IB and of year 4 are the same as that of year 5 published by IB.** Assessment criteria for all years of the programme are provided to the parents and students at the starting of the year in MYP

assessment booklets, handbooks and website. Furthermore they are also explained during induction/orientation sessions and in class.

### **Achievement Levels**

All summative assessments are based on published MYP criteria. The students are clearly informed of the expectations from every task when the student is introduced to the same via class discussions and also through task specific clarifications.

All MYP subject groups have four assessment criteria. Each MYP criterion is divided into various achievement levels (numerical values 0 to 8) that appear in four bands. Each band represents two levels of achievement and contains general, qualitative value statements called level descriptors. All MYP criteria are equally weighted. At the lowest levels, descriptors describe minimal student achievement. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

All MYP criteria are assessed **at least twice** in each reporting period.

### **Internal Standardization**

At CI, internal standardization is done to enhance the reliability of judgement and provide a just and fair evaluation of students' levels of achievement **in accordance with IB guidelines**. It is done within the department by teachers teaching the same subject groups.

**1 During the setting of assessments** i. e. while deciding on the production of evidence and expectations which is in terms of making the task specific clarifications that are the school-based modified criteria which are useful in bringing a level of specificity to the assessment criteria.

The understanding and application of assessment criteria are standardized by the teachers before deciding the final achievement levels. For this, random samples of student responses are picked, one at the high achievement end and one at low end and two from in between and assessed by a second teacher. If, during sampling or standardisation meetings, there is identification of an inconsistency in the standards applied or mismatch in the assessment judgements made, then remedial actions are taken. Any discrepancy in levels would be reassessed in order to ensure that it is aligned with the agreed expected standard.

The same process is done for the Personal Project but in case of personal projects all projects are assessed internally by at least two teachers.

### **Assessment Tasks and strategies:**

Assessment tasks will be specific to MYP objectives. However, various categories of tasks exist that may be broadly represented as Compositions— Creation of solutions or products in response to problems, musical, physical, artistic, Research, Questionnaire, Investigations, Essays, Examinations, open ended tasks, Performances, Presentations—verbal (oral or written), graphic (through various media) etc.

The assessment strategies described earlier may be used to devise and develop assessment tasks. The assessment tools like -Rubrics, Checklists, Self assessment and peer assessment are used as tools.

### **Access arrangement:**



Assessment tasks at school take into account the requirements of students with inclusive educational needs. Wherever possible, teachers design open ended tasks so that students have a freedom to think and explore the method and mode of representation of the tasks. In cases where students are not able to meet MYP objectives due to identified learning difficulty, tasks can be differentiated by making a reasonable adjustment which may include changes in the form of different fonts, extra time or method of response. Scaffolding is also another way of differentiation for students in need of support for accomplishing the tasks. In any case no modifications are allowed in demand of the assessments or overall learning outcome.

All Access arrangements as per the IEP are catered to for such students during MYP e-assessments as per IB mandate, as mentioned in Inclusive education Policy of the school.

### **Recording of Assessment**

Teachers have the responsibility to document assessment data of all of their students. During the course of MYP units, teachers need to record assessment data on the Google drive shared with them to support the determination of an achievement level.

Summative assessment data must be recorded as an achievement level as described within a criterion. Teachers need to take all the data into account when determining a summative achievement level for a student in each criterion.

The school also has a system in place for recording development of ATL Skills. These are reflected by the students at the end of each term in terms of N, L, P, E. (N - Novice, L – Learner, P - Practitioner, E - Expert)

**A Student Portfolio** is maintained to display work of the students and their progress in learning. Portfolio is a purposeful collection of a student's work and it provides a picture of the student's progress and development over the term. The portfolio consists of student work samples from all subject areas.

### **Reporting:**

At CI the school academic session is divided into two terms and at the end of each term the achievement in each subject group is reported and communicated to the parents.

MYP reports of student achievement contain student's achievement level for each assessment criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught.

The report card also has a consolidation of a final level/grade achieved in each subject.

To arrive at a final MYP grade in each subject, teachers add together the student's final achievement levels in all criteria of the subject groups. This adds up to 32 which is then converted into a MYP grade on a scale of 1-7 as follows:

<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Boundaries (Criterion Level Total)</b>	<b>0-5</b>	<b>6-9</b>	<b>10-14</b>	<b>15-18</b>	<b>19-23</b>	<b>24-27</b>	<b>28-32</b>

The report card also comments on the student's involvement in Service as Action. The report cards further have a record of ATL skills developed in each subject in terms of N, L, P, E. (N - Novice, L – Learner, P - Practitioner, E - Expert) and an effort grade to acknowledge the efforts of the learner which is on a scale of 1-4.

**Analysis of assessment data:** The assessment data is analysed in two ways-Subject wise analysis and student wise analysis.

Subject wise analysis/Criteria wise analysis (department wise) is done where in subject teachers analyse which criteria students perform well and which they do not and have the specific learning goals been achieved or not. Accordingly, teachers plan on which skills need further reinforcement.

Student wise analysis (grade level teachers) is done to identify if a student's performance is not upto the mark or has declined over a period of time in any subject. Relevant action plans and remedial lessons are planned in each case.

The school also analyses the e-Assessment data and feedback reports received for the personal project and the e-portfolio subjects of -Design, PHE and Arts to inform teaching and learning process.

### **Reporting Format:**

At CI the reporting is in the form of Student Profile/Report cards in which all teachers contribute assessment data from their subjects. The reporting period is as follows-

- August- Reporting Cycle I- Meet the tutor + Student Profile
- October-Reporting Cycle II- Student Led Conference + Student Profile
- December- SA Reporting I - Report Card + PTM
- February -Reporting Cycle III- Meet the tutor + Student Profile
- April- Reporting Cycle IV- Student Profile
- Mid May- SA Reporting II - Report Card + PTM

The details of different forms of reporting are as follows:

**Meet the tutor:** The parents have a one to one interaction with the tutor whereby the student's progress and areas of improvement are discussed.

**Student Led Conference:** The students reflect upon and share assessment data about their learning with their parents, supported with a portfolio of achievement and also reflect on the development of ATL skills.

**Parent Teacher Meeting-** The teachers communicate assessment data to parents openly and transparently, supported by examples of each student's work.

Students of MYP 5 display their learning through the Personal Project exhibition.

Here students display their learning and development of ATL skills through their areas of interest.

### **External Assessment:**

**Personal project:** All MYP students in the fifth year of the programme demonstrate consolidation of their learning through completion of a Personal Project. The official validation of Personal Project grades

is mandatory, and requires a process of external moderation of teachers' internal assessment. The school organises the Personal Project Exhibition whereby the students demonstrate their learning and accomplishments through the Personal Project journey in front of the school community.

**MYP e-Assessment/ IGCSE exams:** Students have a choice of external assessments in terms of MYP e-Assessments or IGCSE exams. To prepare the students for the MYP e-Assessments, at the end of each term a criteria-based assessment is conducted for all MYP classes on the lines of e-Assessments. Some of these assessments are on paper and some of them online. To prepare the students for the IGCSE exams, mock exams are conducted at the end of MYP year 4 and 5. IGCSE mock results are reported on a separate sheet on a 7-point scale of grades; Grade A\* being the highest and grade F the lowest. UNGRADED indicates a standard below that is required for grade F. The report cards present uniform percentage marks along with grades in each subject. Following are the grade boundaries:

RANGE OF MARKS	90-100	80 - 89	70-79	60-69	50-59	40-49	30-39	Below 30
GRADE	A*	A	B	C	D	E	F	U

### **Requirements for MYP Certificate:**

The MYP certificate 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 the five required subject groups, plus an interdisciplinary assessment)
- One e-Portfolio from a course in Physical and Health Education, Arts or Design
- Personal Project

In order to obtain the MYP certificate, students must meet the school's expectations for Service as Action as well.

**The subject teachers provide most appropriate and honest Predicted Grades for MYP on- screen examination subjects which the school communicates to the IB**

### **Annexure III: Assessments in DP:**

*Assessments of the DP are criterion-related, based on the following aims, which are elaborated in the remainder of this section.*

#### **Assessment practices:**

There are three types of assessments in DP.

1. **Diagnostic Tests:** Tests are conducted to decide subjects for the diploma programme as per their aptitude and interests along with their career choices.
2. **Language Proficiency Test:** The tests are administered to check the linguistic skills of the students. Based on the results, the language support is provided to them.
3. **Admission Tests:** As per the admission policy of the school, all external students aspiring to take admission in diploma program, write an admission test as per their subject choices.

4. **Pre learning Assessments:** To generate inquiry in the classroom, a variety of assessments are taken at the beginning of the new topic. It can be based on pre read material and their prior knowledge.
5. **Homeworks and assignments:** Homework develops a study routine, positive attitude for learning, self management skills and problem solving skills. Homework is designed to target ; preparation, practice, revision, guided research and extension of knowledge.

#### 6. Formative Assessments

Formative assessments are aimed to prepare the students for summative assessments and include specially designed tasks to monitor student learning based on the assessment objectives of subjects. They may be formal or informal (Observation, Open ended tasks, Performance, Process journals, Portfolio assessments, quizzes/class tests). The formative assessments will include at least **two mark based assessments** per semester to identify the learning needs and to give detailed feedback on teaching and learning.

#### 7. Summative Assessment

At CI, the Diploma programme consists of semesters and at the end of each semester a mark based summative assessment is held. The weighting for the written examination and Internal assessments is different in subjects. The four semester exams are as follows:

Sem I Examination

Sem II Examination also known as **End of Year Exam**

Sem III Examination

Sem IV Examination also known as **Mock Exam**

#### 7. Final Summative Assessments (Formal Assessments)

The final summative exam includes:

- IBDP examinations (Including some externally assessed components)
- Internal Assessment - The Internal assessments for all subjects are marked by the subject teacher and moderated by internal standardisation.
- Assessments of Core components

Different DP subjects have different weightage for external and internal assessments in all examinations as per the subject guides.

**TOK** assessments consist of a combination of internally *assessed TOK Exhibition with a weightage of 33% and externally assessed essays* with a weightage of 67%. These two components finally contribute to a grade from A-E.

**Extended essays** are externally assessed and graded on the scale of A-E.

The alphabetical grades of EE & TOK, fetch a numerical grade on a scale of 3 from the diploma point matrix.

Completion of **CAS** requirements is mandatory for Diploma candidates.

“Formal assessments in DP is the assessment that directly contributes to final qualification, and represents the final summative assessment in IB continuum of education.” [1]

Formal examination of the DP includes some multiple-choice tests for a few subjects, structured and unstructured examination for most subjects, intended to be taken at the end of the two-year course and some internal assessments to be completed by students at various times under various conditions (as per the *internal deadline planner*) during their course which will be externally moderated.

The student performance is marked and graded as per IB's subject-specific grade boundaries on a scale of 1 to 7. The final DP score is given out of 45, of which a total of 42 come from 6 subjects of 7 points each and 3 from a combination of TOK and EE grades. The final diploma score and the individual subject points including the core component grades and completion of CAS requirements determine whether the student secures a diploma or a course.

All summative assessments are assessed **using latest subject-specific grade boundaries** on a scale of 1-7 given by IB so that students have a clear understanding of expectations and thereby find scope of improvement. This will give a truly comprehensive feedback to students.

**Internal standardization** of assessment is a regular feature of DP at CI. Internal standardization is done for the internal assessments, TOK essays & extended essays in collaboration within the department for IAs & EEs where more than one teacher is involved in teaching the course and with all the teachers for TOK Essays. This helps the teachers to produce authentic & reliable pieces of work from students.

CI plans its Internal Assessment submission deadlines in the form of an IA Deadline Calendar and publishes the same in the beginning of the academic year. This calendar is strictly followed by the students, with an increasing degree of penalties in place for lackadaisical students, who miss deadlines.

#### **Conducting Examination:**

The school has an Examination department with experienced faculty who take care of conducting the summative and formal examinations from time to time as per IB regulation. The examination is conducted under the vigilance of trained teachers.

#### **Recording and Reporting:**

Recording and reporting of summative assessments will be done to the parents and students at the end of each semester through a PTM through report card. The report card is itself a comprehensive document which gives detailed progress about a student's academic performance throughout the two years in each discipline and core components after summative assessments. The performance of the student is recorded in the form of an Achieved grade and an Effort grade. The achieved grade is based on the student's performance in the summative assessments and the effort grade portrays the level of effort a student has put in during each semester.

At the end of each semester the tutors share the report card with the parents through mails and then face to face reporting is done in **parent teacher meetings**.

**Student-led conferences** mark the part of the first PTM where the students take initiative in representing their understanding through a variety of different learning environments. They share assessment data about their learning with their parents, supported with a portfolio of achievement and also **reflect on the development of ATL skills**. The students identify their strengths and areas for improvement that enables parents to clearly comprehend the kind of work the children are doing. This also offers an opportunity for them to discuss it with their child. Thereafter the tutors and subject teachers communicate the performance of students in the form of assessment data openly and transparently, supported by the student's work.

After every summative assessment result is analysed to identify the students who need extra learning support. The school has a system of intervention for the students who do not perform well in the

formative assessments or secure a score less than 24 in summative assessments. Remedial/support classes and retake exams are planned as per the need of the student to improve their academic performance.

### **Predicted Grades:**

Predicted grades for each subject are given to the Diploma students which serve for the university admission. The same are also uploaded on the official IB site which helps in moderation. Predicted grades are given on the basis of teachers' judgement and student's performance/responses in Formative and Summative Assessments.

### **Access Arrangements:**

#### **Assessment access to students with different learning needs:**

Tasks and the time duration are defined keeping in mind the individual learning needs of students. Extra time and additional support are extended to students who have trouble keeping up with classroom teaching and learning and assessments as per the report of the Inclusive education coordinator. Inclusive education coordinator will be regularly updated about the progress of students with learning difficulty so as to refine assessment roadmaps.

All Access arrangements will be catered to for students with learning difficulty during final summative assessment of DP as per IB mandate. All further accommodations provided by school for students with learning difficulty are mentioned in the Inclusive education Policy.

### **Bibliography:**

1. Guidelines for Developing a School Assessment Policy in the Diploma Programme, International Baccalaureate Organization, Sept. 2011.
2. The Diploma Programme: From Principles to Practice, International Baccalaureate Organization, Sept. 2014.
3. MYP Principles into Practices, International Baccalaureate Organization, Dec. 2014.
4. Making PYP Happen, International Baccalaureate Organization, Dec. 2014.
5. <http://www.pyresources.com/>

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[1] Guidelines for Developing a School Assessment Policy In the Diploma Programme, International Baccalaureate Organization, Sept. 2011.

### **आकलन नीति – (सारांश) -Summary of assessment policy:**

## **मूल्यांकन नीति**

चोइथराम इंटरनेशनल में मूल्यांकन और आकलन का प्राथमिक उद्देश्य शिक्षण और सीखने की प्रक्रिया का समर्थन और सुधार करना है। मूल्यांकन सीखने को दर्शाता है और एक सतत प्रक्रिया है जिसमें सीखने के पूरे चक्र में रचनात्मक मूल्यांकन शामिल है और आम तौर पर यूनिट/टर्म/सेमेस्टर के अंत में योगात्मक मूल्यांकन होता है। मूल्यांकन शिक्षण-अधिगम प्रक्रिया का केंद्र है और सभी शिक्षार्थियों को इसमें सक्रिय रूप से शामिल किया जाता है।

इसके द्वारा शिक्षकों के सीखने के विशिष्ट उद्देश्यों को पूरा करने, प्रभावी प्रतिक्रिया का सकारात्मक आधार बनाने और शिक्षार्थी की सफलता को मापने के साथ-साथ उसे माता-पिता और छात्रों के साथ साझा भी

किया जाता है। मूल्यांकन प्रक्रिया जारी रहती है और चिंतनशील है। यह छात्रों को अपनी प्रगति का मूल्यांकन करने और सुधार के लिए लक्ष्य निर्धारित करने में है। इसमें स्व-मूल्यांकन, सहकर्मी मूल्यांकन और सुधार के लिए लक्ष्य निर्धारित करना आदि शामिल हैं। मूल्यांकन में अंतरराष्ट्रीय-मानसिकता और शिक्षार्थी प्रोफाइल की विशेषताओं को प्रतिबिंबित किया जाता है।

चोइथराम इंटरनेशनल की आकलन नीति रचनात्मक और योगात्मक मूल्यांकन का एक संरचित और सुसंगत समामेलन है। रचनात्मक मूल्यांकन छात्र के लिए चुनौती के स्तर की एक कड़ी से आवृत होता है, जो छात्र की प्रगति के रूप को दर्शाता है। मूल्यांकन कार्यों को इकाई की आवश्यकतानुसार और सीखने के उद्देश्यों के अनुरूप बनाया गया है। योगात्मक मूल्यांकन छात्रों को बताए गए पूर्वनिर्धारित आईबी मानदंड के सापेक्ष समय में लिया जाता है और यह एक विशेष बिंदु पर छात्र के सीखने को मापने का एक साधन है। इनका उपयोग आमतौर पर ग्रेडिंग प्रक्रिया के हिस्से के रूप में किया जाता है। विशेष परिस्थिति के अलावा एक सेमेस्टर की अवधि में 80% से कम उपस्थिति वाले छात्रों को उस विशेष सेमेस्टर के लिए परीक्षा देने की अनुमति नहीं दी जा सकती है।

सी.आई. में पीवाईपी/एमवाईपी/डीपी के मूल्यांकन कार्य में समावेशी शैक्षिक आवश्यकताओं वाले छात्रों की आवश्यकताओं को ध्यान में रखा जाता है। इसके अलावा, सीखने की विविध जरूरतों वाले छात्रों के लिए अतिरिक्त व्यवस्था की जाती है।

बाहरी परीक्षाएं, छात्र की स्कूली शिक्षा के ग्रेड 10 और ग्रेड 12 के अंत में आईबी और कैम्ब्रिज के परीक्षा निकायों द्वारा आयोजित की जाती हैं। ग्रेड 10 के अंत में, छात्र आई.जी.एस.सी. या एमवाईपी ई-असेसमेंट का विकल्प चुन सकते हैं।

मूल्यांकन के बाद रिपोर्टिंग में छात्रों के ज्ञान, समझ और क्षमताओं को संप्रेषित करना, छात्रों के सीखने की प्रगति पर जोर देना, विकास के क्षेत्रों की पहचान करना और कार्यक्रम की प्रभावशीलता में योगदान करना शामिल है।

अकादमिक कदाचार के परिणाम में समय सीमा का पालन न करना या कार्यों को समय पर प्रस्तुत न करने पर नीतियों, पुस्तिकाओं के माध्यम से छात्रों और अभिभावकों को सूचित किया जाता है और बैठकों के दौरान ट्यूटर्स द्वारा इस पर बल दिया जाता है।

हर साल, एमवाईपी5/डीपी 1 के छात्रों के लिए डायग्नोस्टिक टेस्ट/साइकोमेट्रिक टेस्ट आयोजित किए जाते हैं ताकि छात्रों द्वारा अपनी रुचि के अनुसार प्रोफाइलिंग और स्ट्रीम का चयन किया जा सके। एमवाईपी और डीपी में प्रत्येक सेमेस्टर की शुरुआत में, भाषा प्रवीणता परीक्षण आयोजित किए जाते हैं और छात्रों की भाषा प्रवीणता की प्रगति 'छात्र प्रोफाइल' के माध्यम से रिपोर्ट की जाती है।

पीवाईपी शिक्षक अपने सीखने और सिखाने के कई तरह के तरीकों का इस्तेमाल करते हैं।

जिनका लक्ष्य शिक्षार्थियों को ज्ञान और वांछित कौशल के अधिग्रहण सहायता करना है और अवधारणाओं की समझ में ध्यान केंद्रित करना और सीखने के कौशल के दृष्टिकोण के विकास को प्रभावी ढंग से समर्थन करना है।

पीवाईपी मूल्यांकन सीखने की प्रक्रिया और सीखने को बढ़ावा देने के सीआई उद्देश्य कथन के आवश्यक तत्वों को विकसित करता है। पीवाईपी छात्र की प्रगति और उपलब्धि की एक विस्तृत जानकारी संकलित करने के लिए विभिन्न प्रकार के मूल्यांकन उपकरण और रणनीतियों का उपयोग करता है।

सीखने और प्रगति की प्रक्रिया नियमित रूप से प्रतिवेदित की जाती है। छात्रों को उनके सीखने के कौशल का रचनात्मक रूप से निर्माण करने के लिए शिक्षकों द्वारा नियमित रूप से प्रतिक्रिया भी दी जाती है।

शिक्षक छात्रों के सीखने के अनुभवों, उपलब्धियों और सुधार की गुंजाइश की समीक्षा में सहयोग करते हैं। यह कार्य सुधार के क्षेत्रों का विश्लेषण करने और आगे की कार्यवाही के बारे में निर्णय लेने में मदद करता है।

एमवाईपी में मानदंड पर आधारित मूल्यांकन होता है। प्रत्येक टर्म में विषय सम्बंधी सभी एमवाईपी मानदंडों का कम से कम दो बार मूल्यांकन किया जाता है। कार्यक्रम के पांचवें वर्ष में सभी एमवाईपी छात्र एक व्यक्तिगत परियोजना को पूरा करने के माध्यम से अपने सीखने का समेकित प्रदर्शन करते हैं। व्यक्तिगत परियोजना की ग्रेड का आधिकारिक सत्यापन अनिवार्य है। अतः इसके लिए शिक्षकों के आंतरिक मूल्यांकन के लिए बाहरी मॉडरेशन की प्रक्रिया की आवश्यकता होती है।

सीआई में निर्णय की विश्वसनीयता बढ़ाने हेतु आंतरिक मानकीकरण, आईबी दिशानिर्देशों के अनुसार छात्रों की उपलब्धि के स्तर का उचित और निष्पक्ष मूल्यांकन प्रदान करने के लिए किया जाता है। यह समान विषय समूहों को पढ़ाने वाले शिक्षकों द्वारा विभाग के अंतर्गत किया जाता है।

विद्यालय में सीखने के कौशलों (एटीएल) के विकास की रिकॉर्डिंग के लिए भी एक प्रणाली है। इसमें एन, एल, पी, ई के संदर्भ में प्रत्येक परीक्षा अवधि के अंत में छात्रों का आकलन किया जाता है (एन-नॉसिखिए, एल-शिक्षार्थी, पी-सिद्धहस्त, ई-विशेषज्ञ)

डीपी में मूल्यांकन प्रणाली मानदंडों पर आधारित है। रचनात्मक मूल्यांकन का उद्देश्य छात्रों को योगात्मक आकलन के लिए तैयार करना है। सी.आई. में डिप्लोमा कार्यक्रम में सेमेस्टर होते हैं और प्रत्येक सेमेस्टर के



अंत में एक अंक आधारित योगात्मक मूल्यांकन होता है। लिखित परीक्षा और आंतरिक मूल्यांकन के लिए अंक प्रत्येक विषयों में भिन्न-भिन्न हैं।

**अंतिम योगात्मक परीक्षा में शामिल हैं:**

- आईबीडीपी परीक्षाएं (कुछ बाह्य मूल्यांकन घटकों सहित)
- आंतरिक मूल्यांकन - सभी विषयों के लिए स्कूल में प्रस्तुत आंतरिक मूल्यांकन आईबी दिशानिर्देशों के अनुसार विषय शिक्षकों द्वारा चिह्नित किए जाते हैं।

**मुख्य घटकों का आकलन** डीपी के अलग-अलग विषयों में विषय गाइड के अनुसार होते हैं। सभी परीक्षाओं में बाहरी और आंतरिक मूल्यांकन के लिए अलग-अलग वेटेज होते हैं।

सीआई में आकलन पीवाईपी से एमवायपी और फिर डीपी के छात्रों के प्रगतिशील और चरणों का प्रतिनिधित्व करते हैं।