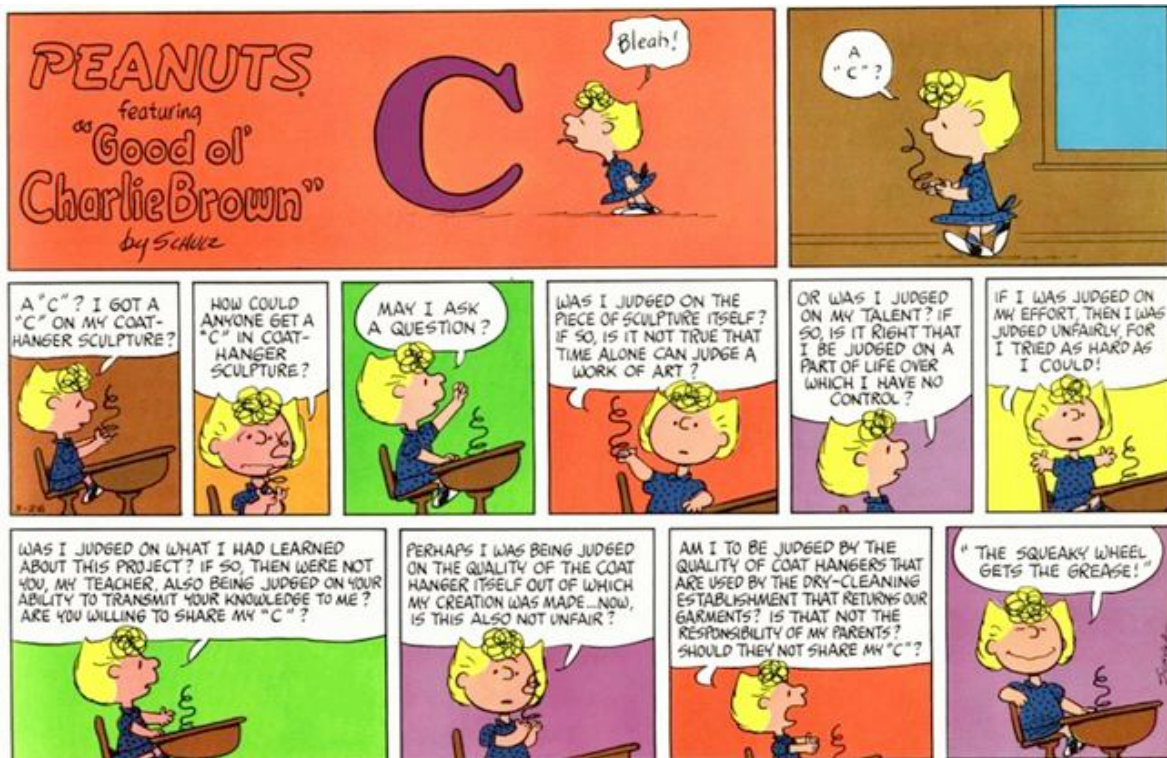




strawberry fields
HIGH SCHOOL

Assessment Policy



Reviewed in: July 2024

Next Review Date: July 2026

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An Overview

The poem 'If', by Rudyard Kipling precisely presents the essence of the SFHS ethos, beliefs and assessment principles. We highly recommend that this poem is read by all members of the school community.

'If' By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream---and not make dreams your master;
If you can think---and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:.
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,

Or walk with Kings---nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And---which is more---you'll be a Man, my son!

Mission Statements

Strawberry Fields High School

Education for Strawberry Fields High School is a dynamic process which, through reflective and contextual pedagogy, takes along students, educators and parents on an inviting journey that explores the worlds of intellectual, emotional and spiritual learning. Our immersive approach nurtures diverse interests, helps children discover their potential and apply their talents, to connect better to the world around them. It inspires and equips them to become lifelong learners who are responsible and compassionate world citizens, committed to ensuring equal rights and opportunities for all.

The International Baccalaureate Organization (IB)

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate Organization, 2015).

Council for the Indian School Certificate Examinations (CISCE)

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence (Council for Indian School Certificate Examinations, 2013).

Cambridge International Education

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be ready for the world.

Chapter 1. Philosophy and Principles

Our View on Assessment

At Strawberry Fields High School, we believe that assessment is an integral part of teaching, which has to be formative. Educators are continually assessing their students using a variety of innovative strategies to inform their planning and ensure their students' learning needs are met. We recognize that assessments can assume various forms, and that both students and teachers should be actively involved in developing assessment techniques. In alignment with the IB assessment principles, at our school, student learning is evaluated against predetermined criterion, rather than comparison to pre-determined norms.

Overview of Assessment at SFHS

Assessment at Strawberry Fields is both formative i.e. to facilitate (for) learning, and summative i.e. to measure students' (of) learning. At SFHS, there is a shared understanding of the reasons for assessment, what is being assessed and the criteria for success. The methods by which the assessment is made and specific language being utilised to monitor, document and measure learning are also well-defined.

Formal written reports (Records of Achievement - ROA) are presented to the parents twice a year in September (mid-year) and at the end of the academic year. However, parents are most welcome to make contact with the educators whenever they feel necessary.

Junior School (Grade Kindergarten to Grade 5)

We rely on continuous, formative, and summative evaluation to inform our learning and teaching practices. The assessment procedure for Junior School is based on the belief that all children are unique and have certain qualities that are inherent in them and some others that they have the capacity to acquire. The learning process along with the outcomes are evaluated and the assessment design is both backward, as well as, forward-looking.

Young children find it difficult to produce work on demand, hence, assessment activities have to be spaced out throughout the academic year and school day, giving all students the optimum opportunity to perform to their potential/display their abilities. We endeavour to have students actively engage in reflecting on and evaluating their understanding, taking into account feedback from educators and peers, to progress and take the next steps in their learning. For Grades KG to 4, anecdotal records are maintained in detail by every educator to monitor student understanding and achievement.

In addition to the above, formal written summative assessments are gradually introduced from Class 5 onwards twice a year preceding the written reports. The results of these bi-annual summative assessments are reported to the parents by way of bi-annual reports, which will be explained later in this Policy.

Middle School (Grade 6/ Cambridge Lower Secondary to Grade 8 ICSE)

In the Middle School, bi-weekly cyclic tests and bi-annual examinations or assessments are conducted to report on students' learning. These are in addition to the regular formative assessments, for instance, student reflections, entry/exit slips, visible thinking routines that are adopted within the classroom to aid students' learning.

High School (Grade 9 to Grade 12 IB DP/ISC/ICSE)

In addition to the above, from Grades 9 to 12 external board requirements by the CISCE for the ICSE and ISC, and IB DP also are incorporated.

Chapter 2. Why do we need Assessment?

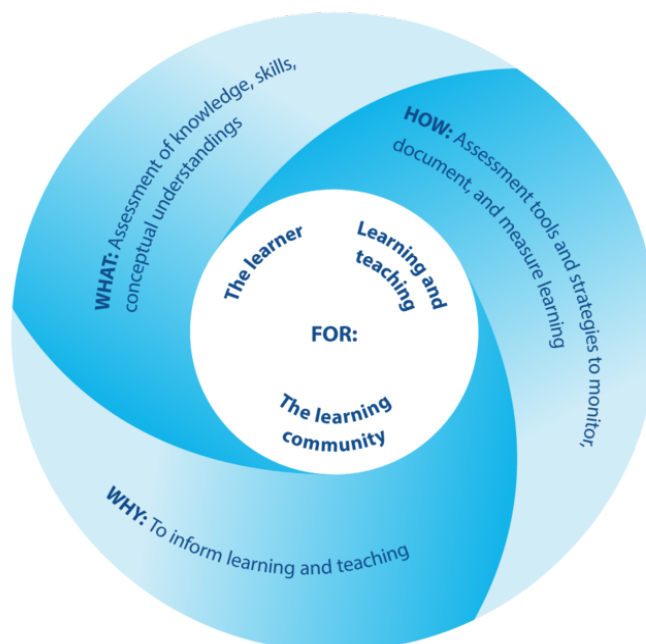
While summative assessments are the most significant indicators of student learning, formative assessments are used to facilitate student progress, stimulate student curiosity and inform teacher instruction. Effective assessment that achieves this dual purpose hugely impacts what constitutes learning and how to support it, and is meaningful to all stakeholders.

Characteristics of 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 and cater to a variety of student learning styles in order 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; hence, student benchmarking data is hugely significant.
- **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.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.



As per the image above, PYP assessment informs the learner, learning and teaching, and the learning community through the ongoing monitoring, documenting and measuring of learning. At SFHS, a cohesive culture of assessment is built by making provisions for teachers to collaboratively plan, reflect and moderate assessment, supported by professional development opportunities and reinforcing of connections between observation, documentation, measurement and recording of learning.

(Assessment, From Principles to Practice 2019).

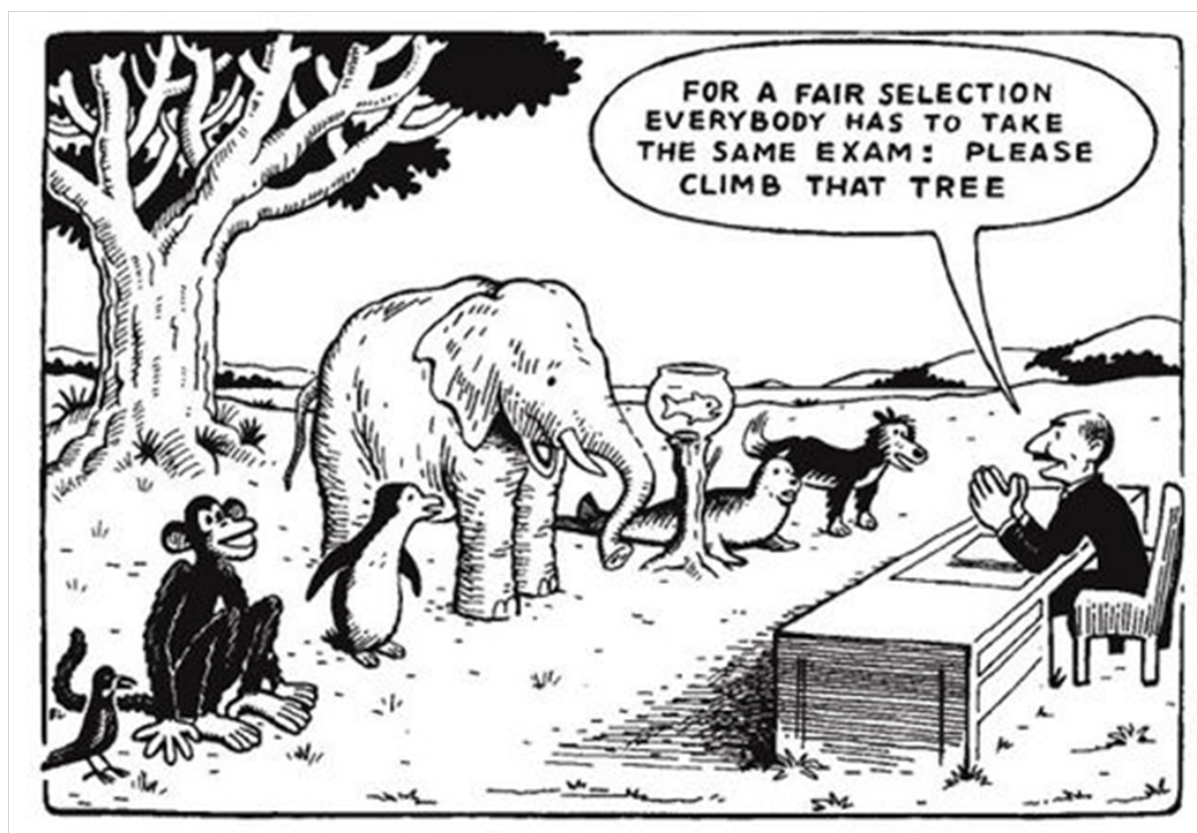
Effective assessment is conducive to:

- Student Outcomes
 - Enables students to become self-regulated learners; analyze their own learning, act upon productive feedback from peers and educators
 - Develops metacognitive skills for students to reflect on their areas of achievements and set goals for their learning, while devising an appropriate action plan
 - Develops useful learning techniques and skills like assessment capability, benchmarking, etc
 - To demonstrate and share learning with the learning community; peers, educators and parents and guardians.

- Teacher Outcomes
 - Assessments provide teachers with opportunities to enhance assessment capability, actively learn about student progress by monitoring what they know, understand and can do
 - Identify each student's strengths and weaknesses, pertaining to the curriculum objectives
 - Utilize assessment opportunities to provide student feedback and guide future instruction
 - Inquire into student learning as a way of assessing their own practice as educators.
 - continually adjust their teaching to better support individual and group learning.
 - Create an environment conducive for developing assessment capability in students and fostering and self-regulated learners.

- Parent Outcomes
 - Gain greater insight into their child's progress
 - Understand and support the goals their child is working towards
 - Support further development of assessment capability in their child
 - Strengthen the parent – educator partnership and regularly communicate with educators to understand and support their child's progress

Chapter 3: Types of Assessment



“Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid”

- *Albert Einstein*

Formative Assessment for Learning

Definition

Formative assessments are regular internal assessments held at appropriate critical junctures of the unit of inquiry or the lesson, which provide teachers with insightful student responses. The primary purpose of formative assessment is to affirm and facilitate students' learning, while providing enough information to identify student progress and improvement areas, and thus modify future instruction. Regular formative assessments enable teachers to monitor student performance to support their progress. The timely, meaningful results of formative assessments are also particularly useful to students, in that they highlight their strengths and weaknesses to bolster future performance. Formative assessment serves as the cornerstone for preparing students for the 'high-stakes' summative assessment at the middle and end of the academic year. Thus, formative assessments should be designed to accurately reflect student understanding and knowledge, rather

than to quantify student achievement. The challenge for teachers in devising formative assessments is that they should be at an appropriate difficulty level for the student. This level should be dynamically modulated according to student progress (*Diploma Programme Assessment: Principles and Practice*, 2019).

Resources/Tools for different kinds of Formative Assessment can be found in Chapter 7.

For KG to Grade 5, the formative assessments conducted are utilized for non-grading purposes. At SFHS, we endorse a learner-centric classroom environment. Consequently, during the initial stages, we emphasize on strengthening students' understanding and intellectual prowess, rather than associate achievement with absolute grades. Our Records of Achievement (Example in Appendix), which are introduced in Kindergarten, recognize students' abilities according to each subject's learning objectives. These abilities are observed from the various pieces of written/oral/presentation work the students produce in class.

Summative Assessment of Learning

Definition

Summative assessments are used by faculty to measure student achievement against a set of predefined criteria. Each criterion is assigned a value based on the extent of student achievement, at the end of a period of learning. Hence, summative assessments are viewed as "assessments of learning". For example, final examinations assess student achievement at the end of the year. The results of summative assessments are communicated to students and parents to inform about student accomplishment.

According to Meisels, 'childhood development is a multifaceted process' (2006). It involves the simultaneous progression of a child's language and literacy skills, cognitive and general knowledge skills, socio-emotional capabilities, motor and physical abilities and his/her approaches to learning. Due to the numerous changes that occur during the first eight years of a child in his/her brain growth, physiology and emotions, there is growing evidence that timed assessments on young children have adverse consequences (Meisels, 2006).

Students are provided a number of opportunities to display their understanding as we are aware that young children are not fully conceptually aware of 'performance on demand'; hence making timed and scheduled assessments results unreliable. Also, students may not be able to perform on demand due to factors like 'fatigue, boredom, hunger, illness, anxiety or simply because they are unable to sit still and attend for the length of time required' (Meisels, 2006).

Results of lengthy summative assessments on young children may also have a potential negative effect on their self-worth and self-esteem. A teacher's perception of a child based on the results of the summative assessment

may lead to the “Pygmalion Effect”, causing a low-achieving child to be categorized in a low-achieving group. This feeling will reinforce feelings of ‘powerlessness and limited potential’ within a child (Meisels, 2006).

Based on this reasoning, tests, reviews and examinations are gradually introduced through the Junior School, which is offering the IB Primary Years Programme, so as to steadily develop skills required in sitting an examination and develop an appreciation of displaying their understanding under set guidelines. This ensures that students imbibe the regulatory process of metacognition, acting as active critical thinkers, make sense of information, relate it to prior knowledge, and use it to construct new learning.

Students are exposed to spelling tests in Grade 1 through 4, with small subject reviews in Grade 4. In Grade 5, the students are exposed to mid-year examinations and final examinations.

Assessment in the PYP has generally followed the “backwards by design” process (Wiggins and McTighe, 2005). This assessment philosophy encourages teachers to design assessment by first identifying the desired knowledge, conceptual understandings and skills, followed by the design of the assessment, and finally planning learning activities to ensure acquisition of knowledge, conceptual understandings and skills.

“Forward by design” takes into consideration what other learning may have occurred beyond what has been planned. This design approach supports the development of “soft” skills that are not immediately measurable, and that can emerge through the learning process. Forward by design is particularly relevant in supporting the development of approaches to learning and for the learner profile. This encourages student participation in assessment design, inviting them to evidence what else they know or can do.

In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes. Designing assessment that are both backward by design and forward by design will ensure that knowledge, conceptual understandings, skills and attributes of the IB Learner profile are monitored, supported and valued. *(Assessment, From Principles to Practice 2019)*

The backwards and forward design model attaches equal importance to the learning process and the learning outcomes. Designing assessments that are both backward and forward in nature will ensure the acquisition of knowledge, conceptual understandings, skills, and attributes of the IB Learner profile are continually strengthened, evaluated, and valued.

From Grade 5 onwards, internal summative assessments are conducted twice a year i.e. once at the mid-year and the other at the end of the academic year in February. These assessments are evaluated according to individual subject objectives in line with our Programme of Inquiry and the assessment objectives of the IBO, as outlined in the Teaching and Learning Policy. The quantum of material that they are expected to study for these

examinations is gradually increased to allow for the students to focus on acquiring other important skills, such as critical thinking, interdisciplinary connections and synthesis, required to achieve success in these examinations and examinations in general. Therefore, for IB PYP Grade 5 and ICSE Grades 6 and 7, they are expected to study only half the annual syllabus for the Mid Term Examinations and only the remaining half for the Final Examinations.

Cambridge Lower Secondary Assessment (starting with Grade 6 in 2024)

Accurately measuring a student's potential and progress can transform learning and help us make informed decisions about individual learners, their educational needs and where to focus our teaching efforts.

At SFHS, we use the Cambridge Lower Secondary testing structure to assess learner performance and report progress to students and parents.

We assess some subjects: Art & Design and Music in the classroom through discussion, observation and lesson outputs and provide assessment guidance to help give formative feedback on the skills learners develop so that they can reflect on, and improve their performance.

We monitor student progress through Cambridge Lower Secondary Progression Tests and Unit Tests provided by Cambridge GO: a digital platform providing a comprehensive range of educational resources from Cambridge University Press & Assessment. These are adapted to reflect our internal assessments in the form of weekly Cyclic Tests and twice a year summative examinations in the form of Mid Year and Year End examinations that help to check learners' knowledge, skills and understanding.

Cambridge Progression Tests and Cambridge GO Unit Tests come with clear guidance and mark schemes allowing educators, students and parents a common standard of reference.

Planned Action from 2024 onwards:

In Grade 8, all Cambridge learners will be encouraged to sit the Cambridge Lower Secondary Checkpoint Examination which monitors individual and group performance at the end of the Lower Secondary programme. These external tests are marked by Cambridge International to give all stakeholders the extra confidence in the feedback received. English, Maths, Science and Cambridge Global Perspectives are assessed in the Checkpoint examinations.

The School and parents can know how learners are performing against an international benchmark, and in comparison to the rest of their class. Schools receive a diagnostic feedback report and learners receive a Statement of achievement.

From ICSE Grade 8 onwards students are exposed to 2 weekly tests and in the mid and final examinations they have a separate answer booklet which has been carefully designed to emulate the one that they use in the ICSE and ISC examinations. From ICSE Grade 8 to 12, they are expected to study the entire syllabus for the Final Examinations.

From Grade 5 onwards, regular, short, summative assessments are used to measure mastery of individual subject learning objectives. In Grades 11 and 12, summative assessments are marked according to deconstructed IB or ISC subject criteria, so as to shape and direct student understanding. For IB DP, internal examinations are administered twice a year -- details are available in Chapter 5. External summative assessments are conducted according to IB DP regulations at the end of the second year. From the outset, strategic partnerships are developed between the teachers and the students to provide learner-specific feedback. This student-teacher collaboration makes students more aware of their strengths and challenges. Students can only consciously achieve objectives of which they have prior knowledge; hence, teachers are instructed to explicitly present these guidelines to their students and clarify expectations.

This type of grading helps set learning targets that directly impact their performance in the high-stakes summative assessments.

Summative Assessments & Course Marks

The mid-year and final course marks for Grades 5 – 8 represent the scores achieved in the cyclic tests, mid-year and final examinations, as well as, internal project work or graded assignments specific to the subject. For both the IB DP and ICSE Grades 9 - 10 and 11 - 12, the final percentage score for each grade is a combination of regular summative assessments, coursework and examinations. In Grades 9 and 11, a similar pattern of grading is followed like that of the external examination criteria used in Grades 10 and 12.

Student Promotion Criteria Based on Summative Assessments

Grade KG to 8

According to Point 16, Chapter IV, of the Right of Children To Free & Compulsory Education Act, 2009, no child can be expelled or held back until the completion of elementary education (Ministry of Law and Justice, 2009). Therefore, SFHS does not hold back any student until Class 8 on the basis of his or her academic results.

Beyond Grade 8

Grade 8 is an academically significant year, as it marks the transition between Middle and High School. Assessment in Grade 8 is continuous and cumulative and follows the guidelines laid down by the Council for Indian School Certificate Examinations. The assessment format is elucidated below:

Assessment Format and Criteria – Grade 8

	Internal Assessment (Cyclic Tests, Graded Tasks)	Mid Year Assessment (Internal)	Year End Assessment (Internal)
Assessment Period	• Bi-Weekly cyclic tests (Tuesdays/Fridays) • Graded Assignment – 1 per language subject • Annual Project work for non-language subjects – Consolidated and Interdisciplinary	September	February/March
Scope of the Syllabus	A few chapters as allotted by the educator (4 Tests in each Subject)	Half Syllabus	Full Syllabus
Weightage allocated to the Final Grade	20%	30%	50%
Reporting Period	Periodic	Mid Year Report (April-September)	Year End Report (April-March)

Enumerated below are a few important points:

- For Grade 8, the Final or Year-End Mark will be cumulative and calculated keeping the above weightage in mind i.e. 20% of the Internal Assessment (Cyclic Tests, Graded Assignment / Project), 30% of the Mid Year Examination and 50% of the Year End Examination.
- The Internal Assessment part of the component i.e. the Project will be reflected in the Final Exam Grade.
- Passing Grade: 33% (this will be calculated as an average of best **five** subjects that includes English)
- Students will need to appear for all assessments (Cyclic Tests, Graded Assignment, Mid-Year Exams and the Year-End Exams) as per the schedule / Date-sheet in order to be promoted to the next Class.
- The average of the cyclic tests will be determined by considering the 'Best, But One Less' for each of the subjects. In case a student misses more than one Test in a Subject, the marks for that Test will be taken as 0%.
- Students are expected to **not** miss any of the assessments, as the re-exam provision will not be provided **except** in an exceptional case. Absence in case of a medical emergency from any of the assessments will necessarily require a prior application to the Middle School Coordinator accompanied by a Doctor's Report clearly stating that the child is unable to attend school on the given date.

Grades 9 - 10

For Grades 9 and 10, students who are appearing for the Indian School Certificate Examinations (ICSE) will only be promoted from Grade 9 on the basis of their cumulative achievement level throughout the year in the subjects he/she has been registered for. In order to be promoted, a candidate is required to achieve a minimum cumulative average of 33% marks in five subjects, including English, and a minimum attendance of 75% of the

working days. In order to achieve the ICSE certification, students must complete all Group 1 subjects, two subjects from Group 2, and 1 subject from Group 3. The same criteria are required to be fulfilled for a pass certificate in the external examination in Grade 10.

Grade 9 Assessment Criteria:

- Assessment in Grades 9 / 10 is continuous and cumulative and follows the guidelines laid down by the Council for Indian School Certificate Examinations.
- The curriculum is taught over a two year programme culminating in an External Board Examination (ICSE) conducted at the end of Grade 10.
- The Assessment format at SFHS will be as follows:

Grade 9:

	Internal Assessment (20% Weightage allocated to the Year End Assessment)		Mid Year Assessment (Internal) (30% Weightage allocated to the Mid Year Grade)	Year End Assessment (Internal) (50% Weightage allocated to the Final Grade)
	Cyclic Class Tests (Internal)	Graded Home Assignment (Internal)	Mid Year Exam (Internal)	Year End Exam (Internal)
Assessment Period	Bi-Weekly (Tuesdays / Friday)	continuous	continuous	February (Grade 9 Year End Exam)
Scope of Syllabus	A few chapters as allotted by the educator (4 Tests in each Subject)	As allotted by the educator (1 graded Assessment per Subject)	Half Syllabus	Full Syllabus
Weightage allocated to the Internal Assessment	30%	20%	30%	Includes 50% of the Board prescribed Internal assessment comprising of Project/Practical Work + the Year End Examination + 20% IA (which includes 30% of CT, 20% of GA) + 30 % of Mid Year Examination
Reporting Period	Periodic Mid Year Report (April September)			Year End Report (April-March)

- For Grade 9 the Overall Grade will be calculated keeping the above weightage in mind. ie 30% of the Cyclic Class Tests and 20% of the Graded Home Assignment (one per discipline) will contribute a total of 20% to the Final Grade. Additionally 30% of the Mid Year Examination, and 50% of the Year End Examination (comprising of the Project / Practical and the Theory Exams as prescribed by the Council) will contribute to the Final Grade.
- Passing Grade: 33% (this will be calculated as an average of best five subjects that includes English)
- Students will need to appear for / submit all Internal Assessments as per the schedule / Datesheet in order to be promoted to the next Class.
- The Average of the Cyclic Tests will be determined by considering the 'Best, But One Less' for Each of the Subjects. In case a student misses more than one Test in a Subject, the marks for that Test will be taken as 0%.
- Students are expected to NOT miss any of the assessments, as Re Exam provision will not be provided EXCEPT in an exceptional case. Absence in case of a Medical Emergency from any of the Assessments will necessarily require a prior application to the school accompanied by a Doctor's Report clearly stating that the child is unable to attend school on the given date.

Minimum Attendance Requirement: As per the Council guidelines, students of classes 9,10,11,12 are required to maintain a minimum of 75% attendance through each of the academic years, failing which, they will not be eligible to sit for the examination.

Grade 10 Assessment Criteria:

- Assessment in Grades 9 / 10 is continuous and cumulative and follows the guidelines laid down by the Council for Indian School Certificate Examinations.
- The curriculum is taught over a two-year programme culminating in an External Board Examination (ICSE) conducted at the end of Grade 10.
- The Assessment format at SFHS is as follows:

Grade 10:

	Internal Assessment (20% Weightage allocated to the Final Grade)		Mid Year Assessment (Internal) (30% Weightage allocated to the Mid Year Grade)	Year End Assessment (Internal) 50% Weightage allocated to the Final Grade)	Final Board Examination (External)
	Cyclic Class Tests (Internal)	Graded Home Assignment (Internal)	Mid Year Exam (Internal)	Pre Board Exam (Internal)	Final Board Examination (External)
Assessment Period	Bi-Weekly (Tuesdays/Friday)	continuous	continuous	January (Class 10 Preboard Exam)	February/March
Scope of Syllabus	A few chapters as allotted by the educator (4 Tests in each Subject)	As allotted by the educator (1 graded Assessment per Subject)	Half Syllabus	Full Syllabus	Full Syllabus

Weightage allocated to the Internal Assessment	30%	20%	30%	Includes 50% Preboard Exam + 20% IA (which includes 30% of CT, 20% of GA) + 30 % of Mid Year Examination	includes the Board prescribed Internal assessment comprising of Project / Practical Work + the Final Board Examination)
Reporting Period	Periodic Mid Year Report (March-September)			Pre Board Report (March-February)	External Board Examination Result

- For Grade 10 the Overall Grade up till the Pre Board Examination will be calculated keeping the above weightage in mind. ie 30% of the Cyclic Class Tests and 20% of the Graded Home Assignment (one per discipline) will contribute a total of 20% to the Final Grade. Additionally 30% of the Mid Year Examination and 50% of the Pre Board Examination will contribute to the final Year End report .
- The ICSE Board prescribed Internal Assessment part of the component ie the Project / Practical will be reflected in the Final Board Exam Grade as mandated by the Council.
- Passing Grade: 33% (this will be calculated as an average of best five subjects that includes English)
- Students will need to appear for / submit all Internal Assessments as per the schedule / Datesheet in order to be promoted to the next Class.
- The Average of the Cyclic Tests will be determined by considering the 'Best, But One Less' for Each of the Subjects. In case a student misses more than one Test in a Subject, the marks for that Test will be taken as 0%.
- Students are expected to NOT miss any of the assessments, as Re Exam provision will not be provided EXCEPT in an exceptional case. Absence in case of a Medical Emergency from any of the Assessments will necessarily require a prior application to the School accompanied by a Doctor's Report clearly stating that the child is unable to attend school on the given date.

Minimum Attendance Requirement: As per the council guidelines, students of classes 9,10,11,12 are required to maintain a minimum of 75% attendance through each of the academic years, failing which, they will not be eligible to sit for the examination.

Grade 11 Assessment Criteria:

- Assessment in Grades 11 / 12 is continuous and cumulative and follows the guidelines laid down by the Council for Indian School Certificate Examinations.
- The curriculum is taught over a two year programme culminating in an External Board Examination (ISC) conducted at the end of Grade 12.
- The Assessment format at SFHS is as follows:

Grade 11:

	Internal Assessment (20% Weightage allocated to the Year End Assessment)		Mid Year Assessment (Internal) (30% Weightage allocated to the Mid Year Grade)	Year End Assessment (Internal) (50% Weightage allocated to the Final Grade)
	Cyclic Class Tests (Internal)	Graded Home Assignment (Internal)	Mid Year Exam (Internal)	Year End Exam (Internal)
Assessment Period	Weekly (Friday)	continuous	continuous	February (Grade 11 Year End Exam)
Scope of Syllabus	A few chapters as allotted by the educator (4 Tests in each Subject)	As allotted by the educator (1 graded Assessment in each Subject)	Half Syllabus	Full Syllabus
Weightage allocated to the Internal Assessment	30%	20%	30%	Includes 50% of the Board prescribed Internal assessment comprising of Project/Practical Work + the Year End Examination + 20% IA (which includes 30% of CT, 20% of GA) + 30 % of Mid Year Examination
Reporting Period	Periodic Mid Year Report (April September)			Year End Report (April-March)

- For Grade 11 the Overall Grade will be calculated keeping the above weightage in mind. ie 30% of the Cyclic Class Tests and 20% of the Graded Home Assignment will contribute a total of 20% to the Final Grade. Additionally 30% of the Mid Year Examination and 50% of the Year End Examination (comprising of the Project / Practical and the Theory Exams as prescribed by the Council) will contribute to the Final Grade.
- Passing Grade: 35% (this will be calculated as an average of best four subjects that includes English)
- Students will need to appear for / submit all Internal Assessments as per the schedule / Datesheet in order to be promoted to the next Class.
- The Average of the Cyclic Tests will be determined by considering the 'Best, But One Less' for Each of the Subjects. In case a student misses more than one Test in a Subject, the marks for that Test will be taken as 0%.
- Students are expected to NOT miss any of the assessments, as Re Exam provision will not be provided EXCEPT in an exceptional case. Absence in case of a Medical Emergency from any of the

Assessments will necessarily require a prior application to the School accompanied by a Doctor's Report clearly stating that the child is unable to attend school on the given date.

Minimum Attendance Requirement: As per the Council guidelines, students of classes 9,10,11,12 are required to maintain a minimum of 75% attendance through each of the academic years, failing which, they will not be eligible to sit for the examination.

Grade 12 Assessment Criteria:

- Assessment in Grades 11 / 12 is continuous and cumulative and follows the guidelines laid down by the Council for Indian School Certificate Examinations.
- The curriculum is taught over a two year programme culminating in an External Board Examination (ISC) conducted at the end of Grade 12.
- The Assessment format at SFHS is as follows:

	Internal Assessment (20% Weightage allocated to the Final Grade)		Mid Year Assessment (Internal) (30% Weightage allocated to the Mid Year Grade)	Year End Assessment (Internal) 50% Weightage allocated to the Final Grade)	Final Board Examination (External)
	Cyclic Class Tests (Internal)	Graded Home Assignment (Internal)	Mid Year Exam (Internal)	Pre Board Exam (Internal)	Final Board Examination (External)
Assessment Period	Bi-Weekly (Tuesdays/Friday)	continuous	continuous	January (Grade 12 Preboard Exam)	February/March
Scope of Syllabus	A few chapters as allotted by the educator (4 Tests in each Subject)	As allotted by the educator (1 graded Task in each Subject)	Half Syllabus	Full Syllabus	Full Syllabus
Weightage allocated to the Internal Assessment	30%	20%	30%	Includes 50% Preboard Exam + 20% IA (which includes 30% of CT, 20% of GA) + 30 % of Mid Year Examination	includes the Board prescribed Internal assessment comprising of Project / Practical Work + the Final Board Examination)
Reporting Period	Periodic Mid Year Report (March-September)			Pre Board Report (March-February)	External Board Examination Result

- For Grade 12 the Overall Grade up till the Pre Board Examination will be calculated keeping the above weightage in mind. ie 30% of the Cyclic Class Tests and 20% of the Graded Home Assignment

will contribute a total of 20% to the Final Grade. Additionally 30% of the Mid Year Examination and 50% of the Pre Board Examination will contribute to the final Year End report.

- The ISC Board prescribed Internal Assessment part of the component ie the Project / Practical will be reflected in the Final Board Exam Grade as mandated by the Council.
- Passing Grade: 35% (this will be calculated as an average of best four subjects that includes English)
- Students will need to appear for / submit all Internal Assessments as per the schedule / Datesheet in order to be promoted to the next Class.
- The Average of the Cyclic Tests will be determined by considering the 'Best, But One Less' for Each of the Subjects. In case a student misses more than one Test in a Subject, the marks for that Test will be taken as 0%.
- Students are expected to NOT miss any of the assessments, as Re Exam provision will not be provided EXCEPT in an exceptional case. Absence in case of a Medical Emergency from any of the Assessments will necessarily require a prior application to the School accompanied by a Doctor's Report clearly stating that the child is unable to attend school on the given date.

Minimum Attendance Requirement: As per the council guidelines, students of classes 9,10,11,12 are required to maintain a minimum of 75% attendance through each of the academic years, failing which, they will not be eligible to sit for the examination.

Predicted Grades Criteria - ISC:

Grades 11 and 12 of any High School programme are important years for students to finalise their plans for tertiary education. The CISCE does not prescribe the allocation of predicted scores for the ISC examinations. However, predicted scores can be issued to students on request to support their college applications. Additionally, we also issue a Set II Revised version of the Predicted Grades after the Pre-Board Examinations in February. Colleges expect the School to provide an update of students' performance based on their latest assessments undertaken. This set of additional Predicted Grades further allows students an opportunity to demonstrate further academic potential to the university of their choice. Therefore, the TWO sets of Predicted Grades provided by the school will be as follows:

1. **Predicted Grades Set I** – Issued by October 10, 2024, these grades will be sent to universities for early action deadlines in November and regular decision deadlines in January
2. **Predicted Grades Set II** – Issued by February 10, 2025, these revised grades will be sent to universities as an update to the original transcript that was issued in October and is meant to indicate the progress you have made till the Pre-Board Examinations.

Predicted Grades Criteria ISC (2024-25):

For the academic year 2024-2025, predicted grades will be calculated as per the following formula:

ISC Predicted Grades – Set I (issued by October 2024)

= 40% Grade 11 Year End Cumulative Assessment

+ 55% of Grade 12 Mid-Year Assessment

+ 5% Consistency

+ Additional up to 5% Predicted Increase*

Furthermore,

Grade 11 Year End Cumulative Assessment

= 40% Grade 11 Year End Cumulative Assessment

(20% Regular Assessment that includes the average of 1 Graded Assignment and best 3 CTs + 30% Mid-Year Assessment (will include Theory and Practical as applicable) + 50% Year End Assessment, including prescribed project or practical work and final examination)

And,

Grade 12 Mid-Year Assessment

= 55% of Grade 12 Mid-Year Assessment (20% of Regular Assessment that includes the average of the **best 2 scores** from 1 Graded Assignment and 2 CTs + 80% Mid-Year Assessment (will include Theory and Practical as applicable)

+ 5% for Consistency (2% for effort, 2% for attendance, 1% for submissions throughout Grades 11 and 12)

+ Additional up to 5% Predicted Increase*

***Please note: For students achieving scores up to 86%, a benefit of 5% will be added to the marks calculated as per the aforementioned rubric. If a student is attaining a calculated mark of 87% or above, an additional predicted score percentage between 1% to 5% will be added at the discretion of the Predicted Grades Committee considering the particular subject and the school's context in terms of student achievement.**

What do ISC students need to know about the updated predicted grades?

At SFHS, the revised predicted grades are sent to colleges in February, which are an update to the original School Report that was sent in October and/or December. This is an opportunity for students to improve the predicted grades that were assigned previously and demonstrate students' commitment to maintaining academic excellence. Therefore, we encourage students to maintain momentum in preparation of their pre-board examinations.

Calculation will be based on the following formula:

ISC Predicted Grades – Set II (issued by February 2025)

= 30% Grade 11 Year End Assessment

+ 65% of Grade 12 Cumulative Assessment

+ 5% Consistency

+ Additional up to 7% Predicted Increase*

Furthermore,

Grade 11 Year End Assessment

= 30% Grade 11 Year End Assessment (Year End Assessment, including prescribed project or practical work and final examination)

And,

Grade 12 Cumulative Assessment

= 65% of Grade 12 Cumulative Assessment (20% of Regular Assessment that includes the average of 1 Graded Assignment, and best 3 CTs + 30% Mid-Year Assessment + 50% Pre-Board Assessment)
+ 5% for Consistency (2% for effort, 2% for attendance, 1% for submissions throughout Grades 11 and 12)

+ Additional up to 7% Predicted Increase*

***Please note: For students achieving scores up to 84%, a benefit of 7% will be added to the marks calculated as per the aforementioned rubric. If a student is attaining a calculated mark of 85% or above, an additional predicted score percentage between 1% to 7% will be added at the discretion of the Predicted Grades Committee considering the particular subject and the school's context in terms of student achievement.**

We would like to emphasise, predicted scores are not a simple average of the grades students have attained till February, nor are they the most recent semester grades that the students have achieved. Rather, they are carefully calculated by the School, based on the consistency of the level of submissions until this point; students' progressive, cumulative performance over the past year; and, represents the judicious assessment of students' potential attainment in the final ISC Board examinations.

The School and educators put a substantial amount of thought and consideration into calculating predicted grades, since their accuracy is important both to them and to students. If students feel a predicted grade is not commensurate with their performance thus far, they are welcome to discuss this with the Predicted Grades committee in a scheduled meeting.

These guidelines for predicted grades are provided as a courtesy. Furthermore, predicted grades are not negotiable. Therefore, it is unacceptable to complain about grades to an educator. However, students can – and must – discuss with the committee any predicted grades that are a concern, but their discussion should be centered around specific ways in which they can improve their work, rather than simply asking for higher grades or making promises to, for example, work harder in the future.

Internal Assessment

SFHS uses a combination of formative and summative assessments to encourage student learning and inform teacher instruction. Internal formative assessments are used to gather information on student mastery of appropriate individual subject objectives. Formative assessments can assume the form of classroom activities, tests, projects and presentations. Our Records of Achievement are issued school-wide from KG to Grade 12 as evidence of student progress.

From Grade 5 onwards, internal summative assessments include the end-of-year examinations, cyclic tests, project work and graded assignments.

For students of Grades 9 and 11 who are planning to register for the Indian certifications, internal projects/practicals carry 20%–30% weightage in the final internal summative assessment result. Similarly, internally marked projects/practicals are also an important component of the **external** final grade for Grade 10 ICSE and Grade 12 ISC students. These internal assessments are marked by the teacher and external examiner. The details of the Class 9 to 12 Assessment Criteria for students who are registered for the ICSE/ISC examinations is as per the details listed earlier.

Those Grade 11 and 12 students who are registered for the IB examinations, are subject to a series of internal assessments that are factored into their final IB grade. The criteria marks and teacher marking comments of the internal assessments are sent to the IBO according to the samples generated which are moderated by IB.

IB Diploma Programme: Assessment Criteria

Internal assessments

Approach to Assessment: Evaluation of student learning follows a scheme of regular summative assessments (SA). Assessment Schedule: Assessment are scheduled over 4 terms, two in each year- April to September and October to February in Year 1 and March to September & October to April in year 2. Please see Appendix 2.

During the first 3 terms a student's learning is assessed by way of formative assessments and summative assessments. Each term consists of 5 regular SAs, including 2 formal cyclic tests per subject. In Term 4, there is only 1 cyclic test per subject. In calculating the term grades, the best out of the two cyclic tests is considered and among the three regular assessments, the best two is considered.

In Term 4 a student's learning is also assessed on his performance in the Mock Examinations (SA) and internal assessment tasks (IA).

Students' work is assigned marks in line with the guidelines in the IB Diploma Programme Grade Descriptors for various subjects. The Diploma Programme Coordinator ensures that a copy of this document is made available to all teachers in the program. These descriptors are used by subject teachers to determine student attainment in examinations as well as work completed during the semester. Please visit link below to see the IB DP subject grade descriptors.

<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

The weighting of regular SAs is 20% and that of internal examinations is 80% for each of the first 3 terms. The sum of the two contributes to the term score percentage.

Grade Descriptors and participation grades as detailed in Appendix 4 are used for formal reporting.

Participation grades are based on performance over the period specific to the report card.

At SFHS, predicted grades are issued four times:

1. Pre-predicted Grades - Issued in March of Year 1, these grades are not sent to universities. However, these grades should be used as a guide when researching and shortlisting universities in the summer between Year 1 and Year 2.
2. Predicted Grades Set 1 – Issued by October of Year 2, these grades are sent to universities for early action deadlines in November and regular decision deadlines in January
3. Predicted Grades Set 2 – Issued by February of Year 2, these revised grades are sent to universities as an update to the original transcript that was issued in October and is meant to indicate the progress a student has made in Year 2. These grades are sent along with the Mid Year Report to universities.
4. Predicted Grades Set 3 – Issued in April of Year 2, these grades are confidential (not shared with students) and are uploaded by teachers to IBIS prior to the external IB DP examinations.

What do IB DP students need to know about predicted grades?

At SFHS, we issue four sets of predicted grades in order to help students keep track of their academic progress and make informed decisions for tertiary education. Each set of predicted grades is calculated based on carefully constructed formulae that are stated below:

Pre – Predicted Grades = 10% of Term 1 scores + 90% of Term 2 scores

Predicted Grade Set 1 = 20% of Term 2 scores + 80% of Term 3 scores

Predicted Grade Set 2 = 80% of Term 3 examination + 20% of IA and cyclic tests

Predicted Grade Set 3

= 50% of mock examination

+ IA score (in the same proportion as internal and external assessment)

is weighted for that subject by the IBO
+ midterm examination score (remaining percentage)

Further:

Term 2 score = 20% of regular assessment score + 80% of final examination score

Term 3 score = 20% of regular assessment score + 80% of midterm examination score

The Regular Assessment score comprises the marks of a student's three best submissions along with the highest cyclic test score that they have completed in that term.

Therefore, predicted scores are not a simple average of the grades they have attained till the period of calculation, nor are they the most recent semester grades that they have achieved. Rather, they are carefully calculated by teachers based on the consistency of the level of submissions until the point that they have been issued; a students' progressive, cumulative performance until each point; and, teachers' judicious assessment of a student's potential attainment in the final DP examinations.

SFHS teachers put a substantial amount of thought and consideration into calculating predicted grades, since their accuracy is important both to them and to students. If students feel a predicted grade is not commensurate with their performance thus far, they are welcome to discuss this with us in a scheduled meeting prior to each set of predicted grades.

Please remember that each set of predicted grades are provided as a courtesy to students, and that only a few IB schools issue them to students. Furthermore, predicted grades are not negotiable. Therefore, it is unacceptable to complain about guideline grades to a teacher. However, students can – and must – discuss with us any predicted grades that are a concern for them, but their discussion should be centered around specific ways in which they can improve their work, rather than simply asking for higher grades or making promises to, for example, work harder in the future.

Promotion to Year 2

Students will be promoted to Year 2 based on the evaluation of their learning that is based both on their formative and summative assessments. The IB DP Policy for earning the Diploma (General Regulations: Diploma Programme 2016 <https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf> is followed, as applicable, and must be met by a student in order for him/her to be promoted to Year 2.

A student must meet the following conditions at the end of Year 1

- total points are 24 or more

- no grade 1 awarded in a subject/level.

- no more than two grade 2s awarded (HL or SL).

- no more than three grade 3s or below awarded (HL or SL).

- 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

no penalty for academic misconduct

The matrix presented below is used to calculate the combined score of the TOK module and the Extended Essay.

Table 1: Points Matrix for the TOK module and Extended Essay
(Diploma Programme Assessment procedures 2020)

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).



Timeline for Submission of Internal Assessments

The calendar for Internal Assessment submission is shared at the start of the programme with both students and parents via ManageBac and the school portal and is also emailed to them. The calendar is designed judiciously and compassionately, bearing in mind the subject combinations of the cohort and the requirements

of each subject. As the calendar is shared well in advance of the submission deadlines, it is expected that students will follow it responsibly.

Applying for Extensions

In case a student is unable to meet a particular submission deadline due to an anticipated reason that is reasonable, s/he is required to apply for an extension through the following process:

1. An email to the Principal and DPC stating the reason for the delay and the expected date of submission
2. Produce supporting documentation if any (e.g. medical certificate)
3. Complete the work by the new deadline

If a candidate misses an extended deadline or misses a deadline without prior notice, the school reserves the right to reconsider the marks awarded to the submission for the calculation of Predicted Grade Set 2.

The last date of submission of all Internal Assessments is February 1 of IB DP Year 2. Any submissions made post that will not be considered and an 'N' will be uploaded on IBIS, which can lead to failure in the subject and the subsequent loss of the IB Diploma.

Uploading of Internal Assessments

Teachers – not students – are responsible for uploading the Internal Assessments to IBIS as per the school's deadlines.

External Assessment

SFHS offers two types of external assessments, namely Indian and international certifications. The Indian certifications, offered by the Indian Certificate of Secondary Education (ICSE) and Indian School Certificate (ISC), are conducted in Grade 10 and Grade 12, respectively. The International Baccalaureate (IB DP) certification is completed at the end of Grade 12.

Both the Indian and International external assessments at SFHS are conducted in strict accordance with organizational guidelines. The primary means of external assessments are final examinations, which are overseen by SFHS educators; these exams are then marked by external ICSE/ISC/IB examiners. For the IB certification, certain projects and limited coursework like the Extended Essay and TOK Essays, which are completed under supervision of SFHS teachers, are sent to the IB for external assessment. The IB examinations are administered under strict obedience to the regulations

laid out in the *Conduct of examinations booklet 2020*.

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Grades boundaries set by the IB for each subject enable IB examiners to assign grades to students and students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma

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

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

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Adverse Circumstances

Examination Route

For the May 2021 session, the IBO issued the following guidelines for adverse circumstances for the examination route:

“Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance. These may include:

- Specific individual circumstances that are related to the pandemic but over and above the challenges caused by the pandemic due to which the candidate’s coursework has been affected. This would include candidate illness, family bereavement and severe (ongoing) illness in the family.
- Individual candidate circumstances (such as obsessive-compulsive disorder or generalized anxiety) that have had their onset before the pandemic but have been exacerbated due to the pandemic.
- Medical conditions/illness including mental health difficulties (with onset or occurrence up to within three months of the examination session)
- Exacerbation of long term medical or mental health challenges.
- Accident or injury
- Severe stress/anxiety
- Exceptionally difficult family circumstances
- Bereavement (within the six-month period preceding the start of the examinations)
- Events that may threaten the health or safety of a candidate.
- Civil unrest or natural disaster such as floods affecting the entire school cohort

Provisions by the IB

For the examination route, the following guidelines are provided by the IB:

- Access arrangements – extra time or scribe
- Deadline extensions ranging between 3-week, 5-week and 8-week extensions
- Deferral to the next or future examination session
- Special consideration (on a case-by-case basis) that results in a grade increase if the achieved marks are within one or two scaled marks of the next-higher grade boundary
- Alternate venues

Provisions by the IB

- Deadline extensions ranging between 3-week, 5-week and 8-week extensions
- Deferral to the next or future examination session
- Special consideration (on a case-by-case basis) that results in a grade increase if the achieved marks are within one or two scaled marks of the next-higher grade boundary
- Missing mark procedure for incomplete assessment (when an extension is not possible) (Adverse Circumstances Policy, 2021).

Special Needs Assessment

Please refer to the Inclusion Policy.

Chapter 4. Responsibilities

At SFHS, we believe that the success of our students relies on the united and coordinated efforts of our teachers, parents and students. Therefore, each teacher, parent and student is a stakeholder in the overarching goal of student achievement. Hence, each stakeholder needs to share the onus.

Teacher Responsibilities

- Create effective and engaging lesson plans to invite and retain student interest
- Foster a happy, nurturing learning environment for the students
- Assign purposeful homework, with clear procedures and deadlines for submission
- Provide timely verbal and written feedback for internal formative assessments
- Collaborate with peer teachers to enhance instructional strategies and effectiveness
- Clearly communicate the requirements, syllabi and assessment criteria for both internal and external summative assessments
- Convey levels of student progress through ROAs and regular interaction with parents
- Complete student assessment and reporting in a timely manner, and inform the Coordinator accordingly
- Submit predicted scores and internal assessment marks to the Coordinator in a timely manner
- Collaborate with other subject teachers to establish an accepted grading standard or rubric for internal moderation purposes
- Cooperate with the Coordinator and provide samples of assessment for moderation by the IB

Student Responsibilities

- Respect the school environment, including staff, peers, infrastructure, and facilities
- Endeavour to embody the attributes of the IB learner profile
- Update their school diaries for daily homework assignments and school events
- Complete all internal and external formative assessments on time
- Work independently on homework assignments and assessments, in accordance with the SFHS Academic Honesty Policy
- Seek appropriate help from educators for difficulties encountered during lessons and homework

Parent Responsibilities

- Provide a supportive, encouraging familial culture for their children that stimulates learning
- Regularly check the School Online Portal for school assignments, text and examination schedules
- Address the lacunae identified on the ROAs
- Attend all PTMs and Online Monthly Check In sessions held and use them as an opportunity to discuss their child's progress with the teachers
- Assist and discuss assignments and doubts with their children
- Contact the teacher regularly in case of any conflicts or challenges

IB DP Coordinator Responsibilities

- Organize workshops to indoctrinate staff to the IB mission
- Disseminate and communicate IB policies to the teachers
- Conduct training of teachers to supervise CAS activities and the Extended Essay
- Ensure the proper IB training, accreditation, and the Professional Development of IB educators
- Update school IB policies to accommodate changes in the IB curriculum
- Register students for the IB external examinations
- Administer the IB assessments according to the principles in the *Diploma Programme Assessment procedures 2020*.
- Set appropriate deadlines for sample assessments that need to be sent to the IB external examiners for moderation
- Set deadlines for submission of results of the internal summative assessments and Predicted Grades to the IB
- Examination supervisor: Setting up of separate room for external exam papers, invigilating etc.
- Conveying important dates to the school community for assessment.
- Avoid malpractices during the assessment and exams
- Ensure availability of digital apps used for finding malpractices like Turnitin, etc for EE and IA

ICSE / ISC Coordinator Responsibilities

- Organize workshops to apprise staff of ICSE / ISC systems and procedures
- Disseminate and communicate all updates from the Council
- Update school policies to accommodate changes in the ICSE / ISC curriculum

- Register students for the ICSE / ISC external examinations
- Set appropriate deadlines for internal assessments and ensure Project guidelines are shared in time.
- Ensure Practical Work arrangements are made as per Board requirement

Chapter 5. Assessment Practices

The four components of assessment at SFHS

Assessment plays an integral role in the learning process. It is central to all IB programmes and not only informs learning and teaching, but also provides evidence of student development. In keeping with the IBO's philosophy and principles, assessment takes on an essential role at SFHS. In the Junior School in particular, we follow the assessment format laid out by IB.

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the young learner.

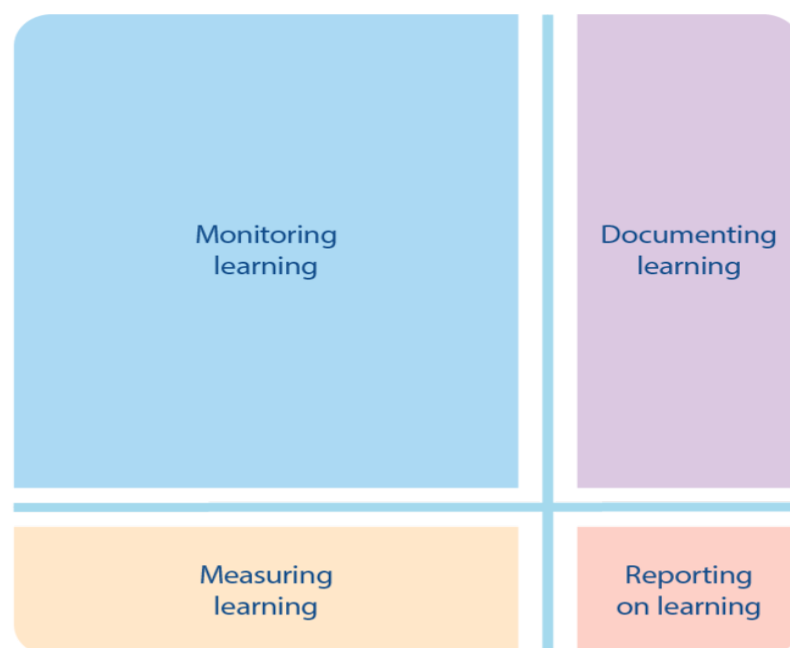


Figure AS03: Assessment to inform learning and teaching (Assessment, From Principles to Practice 2019)

Monitoring learning

Monitoring forms the predominant component of the process of assessment. The educators are continually monitoring, on a daily basis, using various strategies like observation, questioning, reflection, discussion to feed

forward for next steps in learning. Tools used for monitoring at SFHS include reviewing student work, maintaining anecdotal records, open-ended tasks, and a learning portfolio.

Documenting learning

The documentation of learning is another prevalent practice at the Junior School. It is a means for evidencing learning and is displayed, recorded in a variety of forms; it can be physical or digital. It is used to gather data to analyse and inform teaching and learning and reevaluate learning goals and success criteria. Documentation tools used include student portfolios, checklists, rubrics, anecdotal records, reflections on student assignments.

Measuring learning

The measuring of learning is a means to ascertain and record what a student has learned at a particular “point in time”. Learning is a multi-faceted, dynamic process and it must be noted that not all learning can, needs or should be measured.

Cyclic tests and examinations are not used as tools for measuring learning until Grade 4, and are only introduced gradually in Grade 5. An assignment can become a measuring tool by the way it is utilized and not by the design; especially curated activities, assignments, projects, and worksheets are used as tools for measuring learning at appropriate stages of inquiry, programme or developmental stage.

Student and Parental Involvement in Assessment Practices

At SHFS, we believe in encouraging student participation to formulate an effective school-wide Assessment Policy. To this end, we invite student feedback as we map out the exam date-sheet for each grade from Grade 5 onwards. This activity helps us accommodate any academic or extracurricular conflicts in the examination timetable. In addition, the Student Council, which consists of pupils from Grades 11 and 12, also provides the School Management Team with appropriate feedback on the examination schedule.

Students are encouraged to check their examination scripts to see if the marking meets their expectations. After every examination session parents are invited to ‘paper viewing’ sessions to look at the answer scripts and give their feedback as well.

Recording/Reporting

The reporting formats at SFHS vary according to the grade brackets. However, for all grades from KG to Grade 12, the most consistent means of reporting used are the Records of Achievement (ROAs). The overarching theme in the ROAs is criterion-referenced grading; each subject/behavioural characteristic is deconstructed into various learning objectives.

For the Junior School, reports are prepared and shared with parents on a platform called Toddle. For KG to Grade 3, the ROAs are predominantly completed by the respective class educators, with additional contribution from the Physical Education teacher. These ROAs are a wholesome, optimistic, accurate reflection of a child's abilities. They detail the child's progress according to very specific learning objectives in the following areas: English, Mathematics, Environmental Studies, Hindi, IT, Physical Development, Social Development, Classroom Behaviour, Attendance/Uniform, Activities. The ROAs also provide an opportunity for the teacher to set targets for each individual student. Once completed, each ROA is then authenticated by the Principal.

For Grades 5 to 8, changes are made in the ROA to reflect the higher level of subject categorization. At this stage, an ROA is individually prepared for Math, Science, Social Studies, French and IT, Hindi, English, Third Language (French/Punjabi) and General Comments (Art, Physical Education, Social Development, Classroom Behaviour, Attendance/Uniform, Targets). These reports are shared digitally for each student via the school Portal. Physical copies are provided on request.

From Grade 9 onwards, the ROAs reflect further subject differentiation.

For the entire ICSE/ISC school, ROAs are issued twice a year: mid-year (September) or end-of-year (March). For Grade 5 onwards, the mid-year ROAs are issued after the mid-term exams. In addition from Grade 8 onwards, a top-sheet is attached with the mid-year and end-of-year ROA, which states the results of the internal summative assessments. These reports are shared digitally for each student via the school Portal. Physical copies are provided on request.

For IB DP

IB DP Reports are issued as digital copies twice a year: mid-year (September) or end-of-year (March). Physical copies are provided on request. Formative assessments are reported at Parent Teacher interactions and benchmarking sessions. Please see Appendix 3. All records are maintained individually by subject teachers and in a shared Google score sheet that is backed up in hard drives.

All students are expected to demonstrate consolidation of their learning through the completion of the Diploma Programme extended essay. Supervisors conduct three interviews with each student for guidance which they record in relevant IB DP forms. All other internal assessments and externally assessed components are recorded according to IB requirements of submission as well as recorded with the subject teacher and DPC in hard drives and e-copy versions.

During emergencies such as a pandemic, online assessments are conducted via platforms like AssessPrep and reports of students' performance will be given to parents via online portals like Zoom. Term-end reported report cards will be sent as e-copies via parent and student emails.

Sample IBDP Report can be found in the Appendix 4.

While the ROAs/Reports are a comprehensive description of the child's academic and behavioural development, we encourage regular parent-teacher interactions. Thus, SFHS organizes at least 3 parent-teacher meetings (PTMs) every year for each grade. Twice an academic year, parents are required to visit the school and collect their child's ROA. While the dates for formal PTMs are defined, we advocate constant dialogue and communication between the parents and teacher.

Homework

Homework is an important extension of classroom instruction. It is meant to reinforce the concepts introduced in the classroom and instil a sense of responsibility and discipline among students. Every grade is assigned homework; the nature of this work depends on the grade level and learning objectives. Further details can be acquired from the SFHS Homework Guidelines.

Submission of Student Work

For junior and middle school students, assignments need to be submitted to the respective teachers by the prescribed deadline. In the first instance of missed or late homework, the teacher will counsel the student appropriately to help them understand the importance of timely submissions and instil strong work ethics. In subsequent events, however, the teacher will inform the parents of the concerned child and address the issue causing his/her homework delays.

Giving and receiving feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and should, therefore, form the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). *(Assessment, From Principles to Practice 2019)*

The educators collaboratively engage in developing methods and formats for providing effective feedback to students at various stages of their learning. The feedback is aimed at helping students develop strategies to self-adjust, exercise choice and voice and display self-efficacy towards learning.

Students: Feedback on skills, conceptual understandings, knowledge and approaches to learning helps students identify their learning prowess, as well as, the gaps in their effective acquisition knowledge and skills. It helps them set tangible goals to feed the next steps in learning. When giving feedback, teachers therefore focus on:

Feedback: How am I doing? **Feedforward:** Where to next? (Hattie and Timperley, 2007)
(Assessment, From Principles to Practice 2019)

Parents: Feedback is not only aimed at providing direction to students, but also at helping parents in being more actively involved and supporting their children in their learning journey. The Parent – Educator conferences and the Online Monthly Check In sessions that have been spaced throughout the year are used to give and take feedback about the learning outcomes of the child, teaching practices, school protocols and policies. For the Junior School, we aim to introduce a “Making Learning Visible” Student-Led Conference to enable students to showcase their learning to parents in ways chosen by them to suit their learning styles, whilst also meeting the assessment objectives.

Peer to peer feedback: Educators are provided with release time during the week to collaboratively plan, analyse and share feedback on plans, practices, processes and policies.

Student Benchmarking

As learners with agency to chart their journey of learning, the School encourages students to benchmark their performance twice a year to set targets for the upcoming mid-year and final examinations. By doing so, in a developmentally-appropriate manner, they are being explicit about their own expectations for the assessments, and have a prominent voice in determining their performance trajectory. For Junior School students, benchmarking exercises are conducted periodically in an age-appropriate manner.

Chapter 6. Integration of other IB policies

Academic Honesty Policy

Academic honesty is an integral part of instructive assessment and provides the details to develop meaningful pieces of assessment as well as supporting the process. The policy provides standards and procedures to follow as well detailing the citation process.

Inclusion Policy

Both the IB and CISCE offer accommodations for candidates with special needs, which could include a temporary medical condition or other adverse circumstances, such as natural disasters, civil unrest or bereavement. At SFHS, we are conscious of the impact unfavourable situations can have on a student's performance. Hence, we are dedicated to seeking relief for candidates who are affected by difficult circumstances in a timely manner.

Language Policy

Language is key to communicating understanding and the Language Policy provides details of the development of languages in the school systematically keeping assessment as an integral component as well as the support available to scaffold its learning. New students at SFHS are assessed for proficiency in English and Hindi.

Admissions Policy

Entry/Placement tests are administered for non-SFHS students to both the ICSE / ISC and IB DP. For further details, please refer to the Admissions Policy

Chapter 7. Additional Formative Assessments Tools

Student Peer Assessment

We encourage students to help their peers and enhance their own learning through a peer-review process. Through this process, educators and students share the evaluation of students' work. While the peer-review process can assume many forms, previous research has proven that, when performed correctly, it enables students to become more 'actively engaged' and 'self-directed' in their learning processes (Falchikov, 2005; Sivan, 2000). Our aim is to foster an environment that allows students to freely take intellectual risks. Some methods that we employ for peer-review include:

(Accepted answers/ sample answers will be provided)

Method	Objective
Students check each other's worksheets/homework according to educator's rubric. Then, they provide constructive feedback in a compassionate manner.	Helps reinforce topic knowledge and syllabus requirements. Students gain exposure to common mistakes.
Students review each other's written work, such as essays, to give feedback on content and writing style	Students receive unbiased feedback on how to make their written work more engaging.
Students practice presentation skills in groups and give each other feedback.	Students learn ways to improve their communication skills.

Suggested Additional Formative Assessments

At SFHS, we strive to introduce novel methods of formative assessments to better adapt our instruction to student needs. As a reference, teachers are recommended to consider the 56 assessment methods highlighted in the presentation by David Wees (2012) and the blog by Terry Heick. Some examples include:

Technique Name	Method	Objective
Exit Slips	Hand out slips, with three or four questions at the end of the lesson	Tests students' understanding
'My Favorite No' - especially useful for Math	Assign a couple of questions at the beginning of the lesson. Students solve these questions on index cards; the teacher sorts these according to correct ('yes') and incorrect ('no')	By analysing the students' incorrect answers, the teacher explains why their method is incorrect.
Hand In, Pass Out	Students answer questions in their notebooks anonymously. The teacher then randomly passes out these answer sheets for other students to check	Students gain exposure to common mistakes.
Partner Quizzes	Students collaborate on the first question with their partners; they then work independently on a similar question	Students test their own understanding
Popsicle™ Sticks	Each student writes his/her name on a popsicle stick. During a lesson, the teacher randomly picks up a stick and calls upon the corresponding student.	Quick and fair assessment
Quick Nod	Teacher asks the class to nod 'yes' or shake their head 'no', depending on understanding	Gives the teacher instant visual feedback
Red Card/Green Card	The teacher provides students with index cards that have a red-filled circle on one side and a green-filled circle on the other. At specific checkpoints in the lesson, students reveal that side of the card that reflects their comfort with the material.	Gives the teacher instant visual feedback
Extension Projects	Assign students with projects like diorama, posters or collages	Gives students a chance to explore their depth of understanding

Venn Diagram	Have students compare and contrast topics using a Venn diagram	Opportunity for critical thinking
Think-Pair-Share	Students individually reflect on questions, pair and discuss their views with their partners, and then share it with the rest of the class	Critical reasoning and communication
Dos and Don'ts	Students list 3 rules they should follow and 3 mistakes they should avoid	Reinforces the basics of the topic
Two Stars and a Wish	This a means of providing feedback by highlighting 2 strengths and 1 weakness. This strategy can be used in 3 different ways: - Review a single student's work anonymously in front of the class - Break the class into pairs and have them review each others' work - Have the student assess his/her own work.	Self-regulation of learning

Suggested List of Assessment Tools

Subject Group	Assessment Tools
Group 1	- individual research tasks - group research tasks in relation to contextual concerns of texts studied - Critical analysis of literature texts, articles, comic strips, web pages, posters, magazine covers, graphic panels, political cartoons, speeches, advertisements, prose, poetry, photographs etc. - Debate/ Group Discussion/ Presentation / interactive orals - Learner portfolios

	• Individual Oral • Quiz /Socratic seminar • Writing a textual analysis, comparative essay, HL essay, reflections, creating outlines etc. • Reflections on the assumptions, beliefs, and values that frame a response to texts • Explorations of texts and the insights they offer into social, global and real-world issues • Reflections on the connections across a range of texts studied • Concept Mapping/Building mind maps/ creating outlines
Group 2	• Listening Comprehension • Reading comprehension / Unseen • Debate/ speech/ Group Discussion/ Presentation • Role play/ Conversation/Oral activities • Writing blogs, e- mail, personal Letter, diary entry, social media posting/chat room, Essay, formal letter, report, survey, advertisement, article writing, brochure, Interview etc. • Writing conventions • Visual Representation • Describing/explaining/paraphrasing texts
Group 3	• Written assignments involving inference, interpretation and evaluation • Commentaries • Simple projects (group & individual) • Presentations (group & individual) • Quiz and MCQ's • Models and charts. • Debates • Symposium / Seminar • Role play

	● Group Discussion ● Interesting activities based on completion of definitions and diagrams ● Flip Class ● Evaluation of Research studies/ Research Analysis ● Peer Editing Form ● Contrast Essays (to evaluate 2 theories)
Group 4	● Experiments/ IA related tasks ● Information gathering and deducing ● Presentations on science concepts/ experiments ● Investigations for stated problems ● MCQs and Science Quiz ● Simple and interesting assignments/ Worksheet ○ Graph based ○ Numerical based ○ Flow Chart ○ Activity based ○ Crossword puzzle ○ Demonstration based ○ Diagram based ● Group assignments and projects ○ Seminar/Symposium ○ Presentation ○ Soft Board display ○ Debates on ethics in Science ○ Model making ● Observing and interpreting phenomena through simulations ● Written tests ● explanation of different natural phenomenon using scientific principles.

Group 5	• Data handling and analysis. • Group projects • Problem solving • Maths Lab Activities • Quiz/ oral questions • Experiments • Presentations • Simple and interesting assignments • Mathematical puzzles based on various theorems.
Group 6	• Sketchbook Works which include research, reflections, exploration of artworks, artists and contexts. • Presentation / Display • Discussions • Student's demonstrations • Art quiz • Write ups • Self / Peer Critiques

In addition to these examples; teachers are also advised to refer to the complete presentation and other resources as listed in the Appendix 1.

As we consider the professional needs of the future, there is an exigent need to train students to think and analyze critically. To this end, we propose incorporating investigations, research papers and project work in the curriculum for middle and high school students.

Policy Distribution & Review

The SFHS Assessment Policy is a working document and will be constantly modified to reflect institutional and curriculum changes. The document will be available on the school portal and website in a downloadable and printable format.

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Appendix 1

Examination Components of ICSE

Group 1:

Table 2: Subjects in Group 1, ICSE offered at SFHS

S. No.	Subject Name	Percentage Marks (External Exam)	Percentage Marks (Internally assessed)
1	English Language and Literature (Compulsory)	80%	20%
2	A Second Language - Hindi/French/Punjabi (Compulsory – any one)	80%	20%
3	History, Civics & Geography (Compulsory)	80%	20%

Group 2:

Table 3: Subjects in Group 2, ICSE offered at SFHS

A student needs to select any two from the offered Group 2 options.

S. No	Subject Name	Percentage Marks (External Exam)	Percentage Marks (Internally assessed)
1	Mathematics	80%	20%
2	Science (Physics, Chemistry, Biology)	80%	20%
3	Commercial Studies	80%	20%
4	Environmental Science	80%	20%

For subjects from Groups 1 & 2, 80% of the external assessment will depend on the external examinations administered at SFHS at the end of Grade 10. This includes the Internal assessment component comprising of Project/Practical Work assessed internally at the end of Grade 10 and will constitute the remaining 20% of the external assessment grade.

Group 3:

Table 4: Subjects in Group 3, ICSE offered at SFHS

A student needs to select any one from the offered Group 3 options.

S. No	Subject Name	Percentage Marks (External Exam)	Percentage Marks (Internally assessed)
1	Computer Applications	50%	50%
2	Economic Applications	50%	50%
3	Art	50%	50%
4	Physical Education	50%	50%
5	Hindustani Classical Music	50%	50%

For Group 3 subjects, 50% of the external assessment will depend on the external examinations administered at SFHS at the end of Grade 10. This includes the Internal assessment component comprising of Project/Practical Work assessed internally at the end of Grade 10 and will constitute the remaining 50% of the external assessment grade.

ICSE Grades and their interpretation

For external assessment, academic attainment in each subject is indicated by a number grade from 1 (highest) to 9 (lowest). Only grades 1 to 7 are recorded on the certificates. The interpretation of the grades is as follows:

Table 5: Interpretation of ICSE external assessment grades

Grade	Standard
1	Very Good
2	Very Good
3	Credit
4	Credit
5	Credit
6	Pass
7	Pass
8	Fail
9	Fail

For the Compulsory SUPW component (internal assessment), attainment is indicated by a letter grade of which grade A is the highest and grade E is the lowest. Only grades A to D are recorded on the certificates.

Table 6: Interpretation of ICSE SUPW grades

Compulsory

Grade	Standard
A	Very Good
B	Good
C	Satisfactory
D	Fair
E	Fail

List of ISC subjects Offered at SFHS

Table 7: ISC subjects and their grade components

	Percentage Marks (External Exam)	Percentage Marks (internally assessed by Subject Teacher and External Examiner)
English Language and Literature Compulsory	Paper 1 English Language – 80 marks Paper 2 Literature in English – 80 marks	20% (Two pieces of internal coursework on speaking and listening for Class 11 and 12) 20% (project work)
History	80%	20%
Political Science	80%	20%
Sociology	80%	20%
Psychology	70%	30%
Economics	80%	20%
Commerce	80%	20%
Accounts	80%	20%
Mathematics	80%	20%
Physics	70%	Practical 20% Project 7% Practical File 3%
Chemistry	70%	Practical 20% Project 7% Practical File 3%
Biology	70%	Practical 20% Project 7% Practical File 3%
Computer Science	Paper 1 – Theory 100 marks Paper 2 Practical – 100 marks	

ISC Grades & their Interpretation

For external examinations, attainment in a subject is indicated by a percentage mark. For the compulsory SUPW component (internal assessment), attainment is indicated by a letter grade of which grade A is the highest and grade E is the lowest.

Table 8: Interpretation of ISC SUPW grades

Compulsory

Grade	Standard
A	Very Good
B	Good
C	Satisfactory
D	Fair
E	Fail

List of IBDP subjects Offered at SFHS in Each Group

Following are the subjects offered in each group at SFHS:

Group 1: Studies in Languages & Literature

Table 9: Group 1 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
1	Language & Literature - English - HL	Total: 80% Paper 1 - Guided Textual Analysis: 35% Paper 2 - Comparative Essay: 25% HL Essay – 20%	Total: 20% Individual Oral response : 20%
2	Language & Literature - English - SL	Total: 70% Paper 1 – Guided Textual Analysis: 35% Paper 2 – Comparative Essay: 35%	Total: 30% Individual Oral response : 30%

Group 2: Language Acquisition

Table 10: Group 2 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
1	Language B - Hindi - HL	Total: 75% Paper 1: Writing task 25% Paper 2: Listening 25% Reading 25%	Total: 25% Individual Oral: 25%
2	Language B - Hindi - SL	Total: 75% Paper 1: Writing task 25% Paper 2: Listening 25% Reading 25%	Total: 25% Individual Oral: 25%
3	Language B - French - HL	Total: 75% Paper 1: Writing task 25% Paper 2: Listening 25% Reading 25%	Total: 25% Individual Oral Assessment: 25%
4	Language B - French - SL	Total: 75% Paper 1: Writing task 25% Paper 2: Listening 25% Reading 25%	Total: 25% Individual Oral assessment: 25%
5	Language ab initio - French	Total: 75% Paper 1: Writing task 25% Paper 2: Listening 25% Reading 25%	Total: 25% Individual Oral assessment: 25%

Group 3: Individuals & Societies

Table 11: Group 3 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
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1	Economics - HL	Total : 80% Paper 1: 20% Paper 2: 30% Paper 3: 30%	20%
2	Economics - SL	Total: 70% Paper 1: 30% Paper 2: 40%	30%
3	History HL	Total: 80% Paper 1: 20% Paper 2: 25% Paper 3: 35%	Total: 20%
4	History - SL	Total: 75% Paper 1: 30% Paper 2: 45%	Total: 25%
5	Psychology - HL	Total: 80% Paper 1: 40% Paper 2: 20% Paper 3: 20%	Total: 20%
6	Psychology - SL	Total: 75% Paper 1: 50% Paper 2: 25%	Total: 25%
7	Business Management SL	Total: 75% Paper 1: 35% Paper 2: 40%	Total: 25%
8	Business Management HL	Total: 75% Paper 1: 30% Paper 2: 45%	Total: 25%
9	Global Politics SL	Total: 75% Paper 1: 30% Paper 2: 45%	Total: 25%
10	Global Politics HL	Total: 60% Paper 1: 20% Paper 2: 40%	40%

Group 4: Experimental Sciences

Table 12: Group 4 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
1	Biology - HL	Total: 80% Paper 1: 20% Paper 2: 36% Paper 3: 24%	Total: 20%
2	Biology - SL	Total: 80% Paper 1: 20% Paper 2: 40% Paper 3: 20%	Total: 20%
3	Chemistry - HL	Total: 80% Paper 1: 20% Paper 2: 36% Paper 3: 24%	Total: 20%
4	Chemistry - SL	Total: 80% Paper 1: 20% Paper 2: 40% Paper 3: 20%	Total: 20%
5	Physics - HL	Total: 80% Paper 1: 20% Paper 2: 36% Paper 3: 24%	Total: 20%
6	Physics - SL	Total: 80% Paper 1: 20% Paper 2: 40% Paper 3: 20%	Total: 20%
7	Computer Science - HL	Total: 80% Paper 1: 40% Paper 2: 20% Paper 3: 20%	Total: 20%
8	Computer Science - SL	Total: 70% Paper 1: 45% Paper 2: 25%	Total: 30%
9.	Environmental Systems and Societies (Interdisciplinary)	Total: 75% Paper 1: 25% Paper 2: 50%	Total: 25%

Group 5: Mathematical Sciences

Table 13: Group 5 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
1	Mathematics: Analysis and approaches - SL	Total: 80% Paper 1: 40% Paper 2: 40%	Total: 20%
2	Mathematics: Analysis and approaches - HL	Total: 80% Paper 1: 30% Paper 2: 30% Paper 3: 20%	Total: 20%
3	Mathematics: Application and interpretation- SL	Total: 80% Paper 1: 40% Paper 2: 40%	Total: 20%
4	Mathematics: Application and interpretation- HL	Total: 80% Paper 1: 30% Paper 2: 30% Paper 3: 20%	Total: 20%

Group 6: The Arts

Table 14: Group 6 IBDP subjects and their grade components

S. No	Subject Name	Percentage Marks (Externally Marked Exam + Tasks)	Percentage Marks (Internally Marked & Externally Moderated Tasks)
1	Visual Arts - HL	Total: 60% Part 1 - Comparative Study: 20% Part 2: Process Portfolio: 40%	Total: 40% (Exhibition)
2	Visual Arts - SL	Total: 60% Part 1 - Comparative Study: 20% Part 2: Process Portfolio: 40%	Total: 40% (Exhibition)

The IB grades can be converted to percentage points according to the following table.

Table 15: IBDP Grade to Percentage Points (Suggested Conversion for Higher Education for students applying to Indian universities)

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

Formative Assessment Resources

Teachers are encouraged to seek inspiration from the presentation by David Wees, which can be accessed from

<https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?start=false&loop=false&delayms=3000&slide=id.p>

In addition, teachers may also refer to the formative assessments listed on the web page by the Global Citizen Foundation (GDC), which can be accessed from

<http://globaldigitalcitizen.org/12-awesome-formative-assessment-examples>

Another valuable resource for formative assessments is a book by Judith Dodge, '25 Quick Assessments for a Differentiated Classroom'.

Appendix 2

Assessment Cycle in DP

Assessment	Month of Assessment (Summative)	Reports
Year 1		
Term 1 April – September	September	Examination- Half Yearly Half yearly Report– Report card with grades and comments
Term 2 October – February	February	Examination – Year End Year End Report– Report card with grades and comments
Year 2		
Term 3 March - September	September	Examination – Half Yearly Half yearly Report– Report card with grades and comments
Term 4 October – April	February	Examination -Mocks Year End Report– Report card with grades and comments

Appendix 3 – Sample Student Engagement Schedule

<u>PTI, ASV & BM*</u>
09 July 2020 – PTI (Y1)
10 Aug 2020- BM (Y1)
05 Oct 2020 – PTI &ASV (Y1)
21 Dec 2020 – BM (Y1)
04 Mar 2021 – PTI & ASV (Y1)
12 April 2020 – PTI (Y2)
12 Aug 2020- BM (Y2)
06 Oct 2020 – PTI &ASV (Y2)
22 Dec 2020 – BM (Y2)
05 Mar 2021 – PTI & ASV (Y2)

**PTI – Parent teacher interface*

ASV – Answer Script Viewing

BM – Benchmarking

Appendix 4



Diploma Programme Report Term 1 (2019-20) Prepared: March 2019



Student Name:		Attendance	
Grade:		%	
Subject		IB Diploma Core	
English A: Language and Literature - HL		CAS Progress: A Overall Progress: Good	
French -: SL		X out of 7 learning outcomes have been addressed.	
Economics - HL		Comments:	
Business Management- HL		Key Activities:	
Computer Science - SL		Extended Essay Supervisor: Subject Name of Educator	
Mathematics Analysis & Approaches - SL		Theory of Knowledge Supervisor: Ritu Pande	

Term 1 (2019-20) / name of student / Year 1
Page 2 of 5

Grade Descriptors

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement 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 to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Participation

Grade	Descriptor
A+	Insightful and thought-provoking
A	Excellent
B	Good
C	Satisfactory
D	Below average
E	Does not participate at all

 Summary of Achievement

English A: Language and Literature HL
Rajinder Kaur

French SL
Aditi Satyapal

Business Management HL
Megha Malik

Economics HL
Shivani Dwivedi

Computer Science HL
Smita Satyarthi

Mathematics Analysis and Approaches SL
Rohit Gupta

Theory of Knowledge
Ritu Pande

Homeroom Advisor
Ritu Pande

Ritu Pande
Home Room

Meenakshi Mehta
Dean IB DP

Parent/Guardian's Signature