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ASSESSMENT POLICY

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School Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness
- To empower our learning community to collaborate and strive in translating their learning into effective action, thereby promoting progressive thinking and global harmony.

IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging 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.

CBSE Mission Statement

- Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

Connection with IB Standards and Practices

1. Purpose of Assessment - Standard 0404 (Approaches to Assessment)

- 0404-01: The school implements assessment processes that are integral to learning and teaching.
- 0404-02: The school ensures that students receive meaningful feedback to support their learning.
- 0404-03: The school analyzes assessment data to inform teaching and learning.

2. Academic Integrity in Assessment - Standard 0402 (Students as Lifelong Learners)

- 0402-03: The school ensures that students understand the significance of academic integrity in assessment.
- 0402-04: The school supports students in developing their ability to make ethical academic judgments.

3. Transparency and Communication - Standard 0301 (Culture through Policy Implementation)

0301-06: The school implements, communicates, and regularly reviews its assessment policy to reflect IB philosophy.

4. Academic Integrity in Assessment - Standard 0402 (Students as Lifelong Learners)

- 0202-02: The school provides students with resources and structures to meet IB assessment expectations.
- 0202-03: The school ensures security and fairness in the administration of assessments.

Learner Profile Connection

- Principled: Students demonstrate academic integrity, fairness, and responsibility in assessments.
- Thinkers: Encourages critical and creative problem-solving in assessments.
- Communicators: Develops students' ability to express ideas clearly and effectively in various formats.
- Reflective: Promotes self-assessment and reflection to identify strengths and areas for improvement.
- Risk-Takers: Encourages students to take intellectual risks and explore new ideas.
- Knowledgeable: Ensures assessments measure conceptual understanding and real-world application.
- Balanced: Maintains a variety of assessment types to support well-being and diverse learning needs.
- Inquirers: Fosters research-based learning and curiosity through open-ended assessment tasks.

DRSIS - ASSESSMENT POLICY AND PROCEDURES PHILOSOPHY

At DRS International School, we believe that Assessment and learning are inseparable and twin processes. Credible and transparent assessment and timely and effective feedback are crucial in guiding, informing, and shaping teaching and learning processes throughout the school. The school believes that ongoing assessment plays a central role in shaping students' success and in ensuring the achievement of learning objectives. Assessment of conceptual understandings, application of knowledge and skills as well as dispositions also not only contribute to the progress and growth of individual students but their analysis also contributes to ongoing programme development at the school.

RATIONALE OF ASSESSMENT:

- Enhance student learning to promote the achievement of learning objectives
- Guide and improve teaching approaches, practices, and processes
- Ensure ongoing programme development

PRINCIPLES:

- Many forms of assessments can be utilized to determine the effectiveness of teaching Assessments should be utilized in several forms
 - Assessments can be formal and informal
 - Assessments are to be used to monitor the progress of student learning
 - Student learning is to be evaluated using the predetermined criterion
 - Common formative assessments allow administrators, teachers, students, and parents to appraise their progress with their peers.
 - Assessment by IB criteria allows administrators, teachers, students, and parents to appraise their students' progress in state, national, and worldwide performance
 - Effective assessments provide feedback
- Assessments should reveal what the student knows and understands

HOW IS ASSESSMENT DATA COLLATED AT DRSIS?

- Student portfolios
- Student journals
- Anecdotes
- Assessment tasks
- Pen and paper tests
- Project work
- Oral Presentation
- Essays
- Performances
- On Screen Examinations
- Research Based Tasks

FEEDBACK MECHANISMS

- Gathering information from parents, facilitators, and students
- Benchmark Grades, individual students will be given a target (in terms of Grades) for each subject for each major assessment
- Scheduled Departmental meetings to discuss and analyze data obtained through assessments

CONTENT OF ASSESSMENT

- Conceptual understanding
- Knowledge acquisition in chosen subjects
- Approaches to Learning
- Demonstration of the attributes of the IB Learner Profiles
- Usage of Technology

THE CONTINUOUS ASSESSMENT

Continuous Assessment is a strategy used to evaluate the level of knowledge, understanding, and skills that a student has developed. Various assessment strategies are employed by facilitators to gather information on students' learning.

Continuous Assessments are conducted through regular class interactions. With the help of both Formative and Summative Assessments, feedback is provided to the student to make learning more effective and ascertain the progress made. Continuous Assessments increase academic achievement and enable students to develop knowledge and skills

- Diverse skills and abilities of students are manifested in various ways and will be assessed through comprehensive, differentiated, and regular assessments
- All students will manifest academic honesty in all their internal and external assessments.
- Data compiled and analyzed after assessment will be an important feedback tool for teachers, students, and parents.
- Recording and reporting of assessment will inform the education process and remedial measures, if and when needed.

CRITERION-RELATED ASSESSMENT AS PER PYP/MYP/DP

Individual student work is not compared to other students' work but it is compared to set assessment criteria. Teachers organize continuous assessments over the course of the programme according to specified assessment criteria that correspond to the assessment objectives. Task-specific clarifications are prepared by the grade descriptors given in each subject area. Regular school assessment and reporting play a major role: in the student's and parents' Task-specific understanding of the objectives and assessment criteria in the students' preparation for final assessment and the development of the curriculum according to the principles of the programme.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the specific assessment criteria.

Assessment activities are constructed to allow students the potential to achieve the highest levels available. The curriculum is designed in a manner that we have a range of assessment activities that enable the students to exploit their potential to the optimum. Teachers are advised and encouraged to use the entire range of assessment activities. Any kind of breach of Academic Honesty will result in consequences described in the DRSIS Academic Honesty Policy.

FORMULATION & REVIEW OF THE ASSESSMENT POLICY

To plan, coordinate and execute effective and life-long learning of our students, the assessment tools/practices at DRSIS have been designed in conjunction with all the stakeholders in the process which includes the management, senior leadership team, and heads of department and teachers, with the feedback provided by the students and parents, also being incorporated during its regular yearly review or if there is any change in the IB assessment procedures or as and when a need was to arise.

PROCEDURE IN CONDUCTING IB CONTINUOUS ASSESSMENT PRE-ASSESSMENT

- Occurring at the beginning of each Unit, it has the aim of testing the prior knowledge of the learners.
- It is done through oral questions, written tasks, group tasks, quizzes, etc.
- It is an effective tool for modifying the curriculum delivery and lesson plans as well as designing or redesigning the formative and summative assessments.

ONGOING ASSESSMENT IN THE IB PRIMARY YEARS PROGRAMME PYP

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

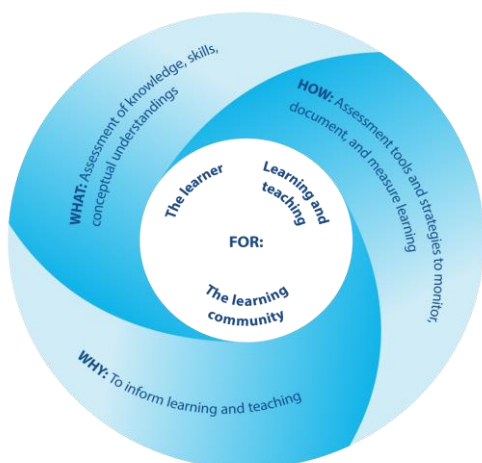
Characteristics of effective assessment

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 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.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

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.

Integrating assessment



PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

The Four Dimensions of Assessment in the PYP

Assessment in the PYP aims to provide evidence to inform learning and teaching. The four dimensions of assessment are monitoring, documenting, measuring, and reporting learning. While each dimension has its own value, emphasis is placed on monitoring and documenting to provide actionable feedback.

Monitoring

- Purpose: Tracks progress against personal learning goals and success criteria.
- Methods: Observation, questioning, reflection, peer and teacher discussions, and feedback.
- Tools: Open-ended tasks, written or oral assessments, and learning portfolios.

Documenting

- Compiles evidence of learning, making it visible and reconnecting with goals.

Formats:

- Learning logs/journals: Record feedback and reflections.
- Learning stories: Narratives showcasing knowledge or skills.
- Portfolios: Collections of artifacts contributing to reporting.

Measuring

- Purpose: Captures learning at specific points in time, contributing to a broader picture.
- Tools: School-designed or commercial tools, including standardized tests.
- Considerations:
 - Minimize the impact of testing on student well-being
 - Use data to build a comprehensive view of progress

Reporting

- Purpose: Communicates progress, identifies growth areas, and reflects program efficacy.

Formats:

- Parent/teacher/student conferences
- Student-led conferences
- Reports
- Learning progressions

This holistic approach ensures assessment is a continuous, reflective process supporting both learning and teaching.

Assessment Strategies and Tools

Assessment Tools / Assessment Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected Responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Assessment Descriptors

Level	Descriptor
7	Student is well above the expectations for the grade level. Work is completed independently. The student can analyze, apply, communicate, and understand complex ideas. Information is presented creatively, confidently, clearly, and precisely. Complex ideas are expressed resourcefully with no errors or omissions.
6	Student is performing above the expectations for the grade level. Work is completed independently. The student can communicate and understand complex ideas. Information is presented confidently, clearly, and precisely. Complex ideas are expressed with practically no errors or omissions.
5	The student's work shows mastery of the expectations for the grade level. Work is usually completed independently. The student can communicate and understand ideas. Information is presented clearly and precisely. Ideas are expressed with practically no errors or omissions.
4	The student's work meets the expectations for the grade level. Assistance is occasionally required. Information provided shows general understanding. Explanations are complete or nearly complete. The student can apply most of the skills, concepts, and techniques taught. Few errors or omissions occur.
3	The student is developing the expectations needed for the grade level. Teacher assistance is needed. Information contains errors and/or omissions. The student shows some understanding of concepts and skills.
2	The student is below the expectations needed for the grade level. They have not yet reached an understanding of the skills, knowledge, and concepts taught. Frequent assistance and intervention are required. Understanding is limited, and work contains several errors and/or omissions. Information is communicated in a limited and insufficient manner. Work is often incomplete and contains only simple ideas.
1	The student is unable to reach an understanding of the skills, knowledge, and concepts taught. Constant assistance and interventions are required. Understanding is not evident, and work is incomprehensible. Information cannot be communicated. Work is incomplete or not done at all.
N/S	Work not submitted by the student.

ASSESSING EARLY LEARNERS

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Giving and Receiving Feedback

1. Characteristics of Effective Feedback:

- Timely, specific, and actionable.
- Encourages reflection, self-regulation, and learning adjustment.
- Promotes engagement, self-efficacy, and continuous improvement.

2. Types of Feedback:

- Knowledge or Skills: For learners acquiring new skills.
- Learning Process: For refining approaches to learning.
- Self-Regulation: For learners with repeated practice opportunities.

3. Types of Feedback:

- Framework for Feedback:
- Feedback: "How am I doing?"
- Feedforward: "Where to next?"

4. Impact:

- Supports learning progression and metacognitive skills.
- Aligns feedback with student goals and developmental stages.

This structured approach ensures early learners are supported in achieving foundational milestones while fostering growth through effective feedback.

STUDENT PORTFOLIO IN THE PYP

A portfolio is a vehicle for ongoing, collaborative reflection between the student, teacher, and parents, enabling each to become a partner in the learning process. The collection of photographs and work samples in a portfolio shows the personal inquiries in which a student has been involved, the areas of learning that have been covered, and how they have developed during that period. The portfolios are also used during Student Led Conferences during which parents are invited to celebrate, appreciate and understand their child's learning and the learning processes their child uses. The portfolio forms a large portion of the assessment and reporting process in the DRSIS Kindergarten.

It is the responsibility of each teacher to ensure that the assessment policy is put into practice at DRSIS.

Teachers will strive to ensure that everyone concerned with assessment, including students, teachers, parents, and administrators, has a clear understanding of the reason for the assessment, what is being assessed, and the method by which the assessment is made. Teachers will actively use the language of the learner profile in reports. Teachers are free to choose the assessment strategies and tools that will be used but will take into account the diverse, complicated, and sophisticated ways that individual students use to understand the

experience. At DRSIS we believe that good communication between teachers, students, and their parents plays an important part in improving student learning and growth.

Teachers will strive to ensure that everyone concerned with assessment, including students, teachers, parents, and administrators, has a clear understanding of the reason for the assessment, what is being assessed, and the method by which the assessment is made. Teachers are free to choose the assessment strategies and tools taking into account the diverse, complicated, and sophisticated ways that individual students use to understand experience. Different forms for tracking and reporting student progress on all elements of the PYP are used. These forms are aligned to reflect the beliefs of the PYP.

TEACHER OBSERVATION IN THE PYP

Teachers observe students in formal and informal situations to:

- Build up a clear picture of the student and his or her interests;
- Identify what and how the student is thinking and learning;
- Assess the effectiveness of the environment on the student's learning;
- Extend the student's learning.

When observing, the teacher studies and records the student's actions and words that show curiosity, initiative, and learning. By carefully studying the conversations and interactions between students, the teacher learns about their current interests, knowledge base, level of involvement with learning, and social skills.

Where students use little or no language, this is done through observation. Through listening and observing, the teacher identifies areas of learning that the student particularly enjoys, and plans stimulating experiences to consolidate or extend the learning further at an appropriate rate.

As students enter the DRSIS Kindergarten, it is important to view their learning as a continuum or journey. A student's development depends upon maintaining a healthy balance between intellectual, social, emotional, and personal elements, all of which are interlinked and contribute to effective learning. Each student will achieve developmental milestones along this journey in different ways and at different times. It is important for a student's long-term development that they progress through each stage when ready and not before. DRSIS teachers consider the characteristics, capabilities, and interests that are normal for the age group and understand the different rates at which students learn.

TYPES OF ASSESSMENTS IN THE MYP AND DP PROGRAMME

Formative Assessment is an integral part of our school's academic culture and is used to measure students' Knowledge and experience. The results of these assessments assist teachers with informing instruction, creating curriculum, re-teaching, and assessing.

Teachers use a variety of assessment forms including but not limited to verbal assessments, written assessments, progressive assessments, web-based assessments, etc.

Formative assessment provides ongoing feedback regarding students' learning that can be used by instructors to improve their teaching and by students to improve their learning. This type of assessment is usually low-stakes, low-point value, and allows instructors to address issues immediately.

Summative/Semester End Assessment/Examination evaluates a student's knowledge, skills, and abilities acquired over a large section of a course, such as at the end of an IB MYP – DP unit, to evaluate student mastery. Examples of summative assessments include unit exams, research papers, in-class writing, experimental science labs, and completed unit projects. The level of mastery is pre-determined using TSC – Task Specific Clarification for the assessment, and/or grading policy. Teachers are encouraged to use them as an important role in the final grade, a student earns in a course. Overall, formative assessments check for understanding and learning and prepare students for the "higher stakes" of summative assessments, which measure achievement and are used to evaluate student knowledge, problem-solving, and skill level.

Assignments/Projects: Tasks are given to students to complete at home throughout the entire school year, to reinforce or review important skills or concepts taught during the day. Assignments may be used for grade generation. Assignments is an important tool for teachers to monitor student progress.

Assignments serves as a form of both formative and summative assessment and provides an opportunity for students to explore topics in a course. Students are expected to produce work that reflects their ideas and thought processes. The collaboration will allow teachers to schedule and plan long-term projects in a way as to avoid major conflicts in student time commitments. Teachers are responsible for designing the practice necessary for students to demonstrate excellence in their subject matter. Extra credit must be meaningful and pertain to the subject matter and school mission. It should be assigned fairly so that no student is excluded for economic or access reasons.

Communication:

Students receive meaningful, detailed, and timely feedback that supports improvement. Parents and students are encouraged to access in-progress grades on ***SchoolKnot***, which is the electronic grade reporting system used by DRSIS. Parents receive student report cards and the completion of every quarter and receive progress reports approximately halfway through each quarter. Students engage in self-reflection on their progress and participate in student-led conferences during Parent Teacher Meeting, which occurs twice during the school year.

Criterion-related:

Assessment within the Middle Years Program and Diploma Programme is ***criterion-related***, as it is based upon pre-determined criteria. The MYP and DP identify a series of objectives for each subject group, which are directly related to the subject area criteria. The level of student success in reaching the pre-determined objectives is measured in terms of levels of achievement described in each assessment criterion. Students' grades are determined by evidence of the degree of standards mastery under an MYP and DP criterion descriptor within an MYP and DP rubric.

Teachers are working towards using the MYP and DP assessment levels based on criterion-related rubrics for formative and summative assessment. Teachers have structured their grade books according to the IB MYP and DP criteria for each subject area and are noting in grade books the key objectives or criteria being assessed on formative and summative assessments.

These practices will help deepen the understanding of IB assessment criteria for teachers, students, and parents. Students are working towards using criterion-related rubrics for self-reflection on their progress toward IB objectives.

Assessing the development of ATL skills and Learner profile:

ATL skills are developed through various units as per the objectives of the unit and accordingly teachers create situations and provide experiences and opportunities so that the skills are developed. Students and teachers reflect on the development of the skills every month. Teachers also use informal observation to give feedback to the students for learner profile development. Recording and reporting: The Formative assessment is recorded and reported in terms of four levels of achievements.

The Assessment objectives of the subject disciplines have been broadly classified into various skill categories. Each skill development has four levels. The statement for each level of performance has been adapted from and modified from the latest subject guides and IB grade descriptors. Every month a report on formative assessments is to be done to the parents, where students will be reflecting on the levels of achievement of at least two skills/objectives in each subject. The monthly reporting on skills should in a term give ample scope to showing the development in a particular skill area. The nature of these formative assessment tasks could be varied, however the teacher's instructions for the same should give sufficient scope for achieving the highest level.

Analysis of assessments:

Data from the summative and formative assessments are analyzed to provide information about student learning and individual needs of students and to help differentiate the curriculum within the year. The assessment information is analyzed collaboratively across the grade level subject groups to evaluate the learner as well as the program requirement. Failure to submit assignment: If a student fails to submit work on time, without a genuine reason, parents and the Head of school will be notified. Students who are absent when the work is due must submit the work as soon as they return to school and a medical certificate must be required in appropriate cases.

ASSESSMENT PRACTICES IN THE MYP:

Some key features of MYP assessment include

- Attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.
- MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives.
- Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.
- Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential. Student peer and self-assessments are done after every assessment. Internal summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.
- At DRS teachers would regularly report student progress toward the MYP objectives using the prescribed subject-group assessment criteria. Assessment criteria for years 1, 3, and 5 of the programme are provided in MYP assessment booklets.

External assessment: All MYP students in the fifth year of the programme demonstrate consolidation of their learning through the completion of a personal project. The official validation of personal project grades is mandatory and requires a process of external moderation of teachers' internal assessments. Personal project moderation is a mandatory requirement. DRS has a system in place to exhibit the personal project work of the students to the school community.

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

MYP certificate: The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

Six on-screen examinations (one from each of five required subject groups, plus an interdisciplinary assessment) The personal project

To obtain the MYP certificate, students must meet the school's expectations for community service.

Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. Levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2.

All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement.

MYP criteria are equally weighted. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

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

Grade	Boundary Guidelines
1	1-5
2	6-9
3	10-14
4	14-18
5	19-23
6	24-27
7	28-32

Internal standardization

At DRS we have the process of internal standardization for summative assessments and term-end assessments, before final achievement levels are awarded. This is done to increase the reliability of judgment and is done within the department by teachers teaching the same subject groups. Internal standardization of assessment will also be done for the personal project in the future.

Determining achievement levels at DRS

The school year is divided into two terms and at the end of every term, teachers must make informed choices on their student's achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

Developing task-specific clarifications:

Task-specific clarifications are the school-based modified criteria that are useful in bringing a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion.

At DRS teachers need to develop task-specific clarifications by redrafting the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. Differentiated tasks: At DRS the assessment tasks would take into account the requirements of students with special educational needs (SEN) in the future. Consideration of the appropriateness of the task is also made for those who are learning a language other than their mother tongue.

Recording assessments: Teachers have a responsibility to document assessment data on all their students. During the course of MYP units, teachers at DRS will need to record assessment data on the Google Drive shared with them to support the determination of an achievement level. Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within a criterion.

ASSESSMENT IN THE IB DIPLOMA PROGRAMME

The objective of the Assessment Policy is to provide a mechanism that helps students to improve their learning process and overall teaching quality of the IB Diploma Programme (IB DP) at the school. Successful implementation of the Policy depends on efficient guidance, based on the assessment of students' academic performance, provided by the school on further (university- level) educational perspectives.

The policy aims at contributing to the development of the school as an IB learning community and to the continuous improvement of students' learning, in particular, of their independent and critical thinking skills.

The assessment process at the school consists of both formative and summative assessment. The school is committed to emphasizing the importance of formative assessment and, at the same time, it recognizes the importance of preparing learners for their IB DP External Assessment including examinations. The Policy provides a smooth implementation of the IB DP. In particular, it provides students with an opportunity for their academic performance to be assessed, based on learning standards of the IB, as well as the school-based assessment standards.

ASSESSMENT REQUIREMENTS IN THE DP

RECORDING AND REPORTING IN THE DP

- The performances of all students shall be reported twice per year. Report cards shall be checked and signed by teachers & DP coordinators and submitted to the Principal for approval. The mock of IBDP Year 2 students is also assessed and reported to the parents.
- Each component is evaluated strictly in adherence with the assessment criteria which are created by the subject teachers by the IB criteria. The same is explained and provided to students.
- Each year in IBDP is divided into two semesters. Each Semester comprises 4 levels of assessment i.e., 1 Assignment, 1 Unit-Test, 1 Project work each and 1 semester-end exam based on the assessment criteria of respective subjects in the final IB examinations. The Semester end grade is considered after taking 20% of each of the assignments and 40% of the semester- end examinations. Achievement is graded based on the "1 to 7" scale, and Grades from 1 (lowest) to 7 (highest) are awarded.
- For year 2 only, semester 4 comprises one monthly test and 3 mock examinations. Mock IB Diploma Programme examinations are organized in the school and are aimed at identifying strengths and weaknesses students have in learning to prepare them for the final IBDP examinations.
- The students and parents are given comprehensive feedback about the level of achievement as per each grade descriptor, in academics, as well as CAS and TOK performance. The performance of students in CAS is reflected by qualitative assessment, based on evaluative comments provided by the CAS Coordinator.
- IBDP Grade Boundaries: The grades are provided for the Semester Exams based on the IB guidelines and grade boundaries. These are sourced from the IB Assessment Policy Document/ Guidelines for Developing Assessment Policy in the Diploma Programme. These are revised whenever done so by the IB in different subjects

- If a student is unable to attend an examination due to special circumstances, the student or the parents/guardians have to provide relevant evidence to validate the reasons and apply for postponing the examination to the school academic administration. The student would take the examination at another scheduled date.

REPORTING FOR CAS/TOK/EE FOR IBDP

STUDENTS REPORTING FOR CAS

- The CAS program formally begins at the start of the Diploma Programme and continues regularly, ideally every week, for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or maybe an extended series of events.
- Students use the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating the achievement of each learning outcome.
- Students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.
- The CAS Coordinator provides the CAS feedback for the semesters to the parents in the form of remarks. This feedback is based on the learning outcomes and the performance of the student in the individual and collective CAS projects. The progress in TOK is recorded in the Student Progress Report Card in the form of a grade range of A-E.
- The CAS advisors and supervisors meet with the students regularly to help them in planning and implementing a balanced CAS program. This is recorded in their attendance and anecdotal records. maintained by the CAS coordinator.

REPORTING FOR EE

The EE Coordinator and the EE Supervisor continuously monitor the Researcher's reflection space (RRS) for providing feedback on content, context, and the frequency of the reflections. The supervisors provide written feedback by way of a Teacher Review Form on RRS on student reflections on EE on making connections to conceptual understanding, Learner profile, international mindedness, TOK, and CAS.

Reflection session Feedback forms are used to conduct and record discussions during the three reflection sessions for EE. This is written down by the supervisor at the time of reflection sessions to comment on the progress and the recommendations made. The candidate is given this feedback to reflect on the work done so far and make any changes to the process if need be.

The progress of the students is also monitored through the EE Timeline status sheet in the DP Core Handbook. Students also self-assess themselves on the Extended Essay Criteria as described in the EE Criteria. Overall progress feedback remarks are given by the teachers in the term-end report.

REPORTING FOR TOK

Summative Assessment in TOK comprises two tasks:

The Essay: The Essay is externally assessed by the IB, and must be a 1600-word exposition on one of the six titles prescribed by the IB for the academic session. It accounts for 67% of the final mark.

The Presentation: The Presentation is internally assessed and externally moderated. It can be either individual or group work, where 10 minutes is allotted to each student in either case. The presentation planning document (TK/PPD) is moderated by the IB. It accounts for 33% of the final mark.

- Both the Summative Assessment tasks are assessed using the method of global impression marking with criteria defined in the respective assessment tools.
- Students are expected to attend the mandatory interactions/meetings for the Essay & Presentation as per the schedule and must ensure they submit their initial response sheet, written exploration, essay plan, first draft, and final draft of the Essay, as well as their TK PPF and TK PPD by the specified dates mentioned in the Core Handbook and DRSIS TOK Assessment Guide.

To help prepare students to excel in the summative assessment tasks, as well as to fulfill the course aims and objectives, **formative assessments** in TOK are carried out on an ongoing basis at DRSIS. The following areas of student work are assessed throughout the course and are reported on every semester through the grade range A-E:

1. End of Unit Essays
2. Presentations
3. Independent Practice
4. Classroom Participation & Journalling

The formative assessments are carried out using the TOK assessment rubric for Essay and Presentation, while Independent Practice and Classroom Participation & journaling are assessed through the respective rubric and rating scale included in the DRSIS TOK Assessment Guide.

FACILITATORS' ROLE IN ASSESSMENTS

- Teachers teaching the IBDP must follow the instructions given in their subject guides.
- Teachers must give copies of IA procedures, TOK and EE Handbook prepared by the school to all students and guide them about the assessment criteria and IB requirements in each of these areas.
- An orientation program for all students and parents is to be conducted for introducing them to the IBDP Policies and procedures on not only the various subjects and levels but also TOK CAS and EE. They are given a clear understanding of the assessment requirements, criteria, timelines, individual subject/level requirements, and other aspects of IBDP.
- Teachers must show students sample work of IAs, EEs, and TOK to ensure complete understanding.
- Teachers are required to draft an internal timeline for all Internal Submissions using a backward schedule method and share the same with the candidates. These timelines are set by the requirements of each group as well as the IB Schedule is given in the IB Handbook of Procedures
- The teacher is expected to remind the students of approaching deadlines and in case of negligence shown by any student, the teachers must meet the parents along with the DPC. The students may be detained in school to complete the assignment.
- Teachers must enforce internal deadlines and inform DPC in case of any non-compliance by the students from time to time.
- Hard copies of signed cover sheets, and final drafts of all IAs, EEs, and TOK essays along with necessary forms and assessment material are to be submitted by the respective subject teachers to the IBDP coordinator after scrutiny

PREDICTED GRADE POLICY

- A predicted grade is a teacher's prediction of the grade the candidate is expected to achieve in the subject, based on the evidence of the candidates work and the teacher's knowledge of IB standards
- The predicted grades are awarded by the teachers on the bases of summative and formative assessments and class performance (homework, group discussions, quizzes, presentations, class summative assessments, and semester exams.)
- Teachers again predict grades after the first term exams of Year 2 September, which can be used to inform the award of PG to colleges as part of the application process. The PG is again awarded in February of Year 2 which is entered on the IBIS as the final PG
- PG is awarded thrice so that the student and parents understand the system of PG which enables them to evaluate performance and academic requirements before the final PG is awarded.

- The predicted grades are awarded for each of the subjects on the scale of 7 to 1 and for TOK and EE the scale is from A to E. Each of these grades has been given a description overall as well as subject-wise.
- The PG awarded to the students is released to the candidates.
- All PGs are entered by the respective subject teacher on the IBIS account in the last quarter of Year 2. The data is checked and verified by the DP Coordinator before the final submissions

NON-SUBMISSION OF INTERNALLY AND EXTERNALLY ASSESSED COMPONENTS OF IBDP

- Before the approach of internal deadlines, in the event of a student procrastinating in his work, the subject teachers must warn him of the severe consequences of non — submission i.e., no grade being awarded in that particular subject /level not submitted.
- In case the student still does not submit and the deadlines are approaching, the DP Coordinator and the parents are informed, personally and in writing.
- In the event of non -submission even after the internal deadline has passed, the DP Coordinator will be informed, and remedial/ punitive action will be taken.
- However, the DP Coordinator may review the policy in exceptional cases like illness or an emergency. A request for an extension to the deadline or a retake may be requested by the DP Coordinator if the circumstances are reasonably within the control of the candidate. For Acceptable reasons for incomplete work please refer to Section A.7.6.2 IB Handbook of Procedures
- In case no work has been submitted that is required to be internally assessed, the IBIS entry will be given an “F” for the subject/level concerned. In case of non-submission of externally assessed work, the candidate will be marked as absent.
- All teachers are provided a copy of the Academic Honesty Policy and it is discussed in the IB collaborative meetings as well as in the departmental meetings. If the supervisor or the teacher suspects academic misconduct, they will not authenticate the work of the student and inform the matter to DPC, who will take appropriate action as per the guidelines of the Academic Honesty Policy

ASSESSMENT IN MIDDLE SCHOOL / HIGH SCHOOL (CBSE)

In Grades 6 -10, the school uses the respective curricula as the pedagogical framework through which we deliver the Curriculum. Each curriculum has specific assessment requirements, which the school must adhere to, and undergoes periodic monitoring of assessment to ensure that the school is meeting programme requirements.

Assessment in Middle School / High School (CBSE):

- is continuous and transparent
- is developed, implemented, and assessed collaboratively by teachers concerning the relevant guidelines.
- is criterion-related and employs the CIE/IGCSE/CBSE published subject-specific criterion according to programme curriculum requirements.

In meeting the assessment requirements, the staff meets regularly to ensure that there are common understandings of the use and expectations of the assessment criteria.

The staff has developed a common understanding of:

- The format through which the assessment criteria are communicated.
- The use of task-specific clarifications.
- The use of peer and self-assessment.
- The standardization of expectations across grade levels.
- Timelines for notifying students of significant assessment tasks.
- How late or incomplete assignments are dealt with

ASSESSMENT CRITERIA IN THE MIDDLE SCHOOL/ HIGH SCHOOL (CBSE)

- Class Assessments, Mid-semester Assessments, and Final Semester Assessments will be used as part of Formative Assessments and Summative Assessments.
- Teachers will organize relevant assessment and reporting procedures according to the objectives of the programme.

- Rubrics, exemplars, continuums, portfolios, checklists, and rating scales will be used to record students' responses and performances as a means of authentic assessments.
- Authentic assessment will be used in conjunction with other forms of assessments such as tests to assess student performance and basic skill levels.
- A progress report with student achievement on curriculum criteria will be reported at the end of Mid Semester and Final Semester Assessments
- The following are types of formative assessment applied in the School for Middle School / High School (CBSE):
- Class participation, which includes, homework (a task to be performed by students in a non- controlled environment; quiz (which is a short question-based written task); in-class discussions and presentations;
- Research project (individual and group-based), research portfolio, commentary portfolio, essay, journal writing;
- Written tests on specific topics/chapters covered.
- Skill test related to subject-specific skills
- Final achievement at the semester-end is graded with grades as per specific curriculum requirements, twice in the academic year.

Teacher assessment strategies in the Middle School / High School (CBSE)

Teachers will use a variety of assessment strategies and tools to provide feedback to the learning process.

- Teachers will report assessments with report cards, parent-teacher conferences, and anecdotal records.
- Teachers will make professional judgments based on the prescribed assessment criteria and use the „best-fit approach“ as defined in the subject guides.
- Teachers will report the final grades based on the learning cycle in the year.
- Teachers will come to a shared understanding of the general, qualitative value statements that reside within the descriptors of the published assessment criteria to develop modified criteria.

RECORDING AND REPORTING IN THE MIDDLE SCHOOL / HIGH SCHOOL (CBSE)

Students academic performance in Middle School and High School is reported twice per semester and students grade report cards are handed over/ posted/ mailed to the respective parents/guardians within two weeks after each mid-semester and end-of-semester assessment and examination.

DRSIS Middle and High Schools have a process to take appropriate and timely intervention for students who have underperformed, that is, who have scored below D grade OR in any subject: When finding students who have underperformed, the subject teacher is the first to take appropriate and timely intervention for those students. Simultaneously, problems are reported to both the teacher and the Head of Subject/ Coordinator/ Vice Principal for further action or intervention if necessary. Parents/guardians are also invited to be involved when necessary.

The performance of all students shall be reported twice per semester. The school's formal reports provide summative criterion totals for each subject's criteria based on the published assessment criteria. A summative criterion judgment is based on at least two summative assessments for each criterion within the reporting period (except in subject areas where this is not required). Teachers make a decision on the final achievement level for each criterion based on the student's work and the descriptor for the achievement level.

Teachers record their assessment data in SchoolKnot, which is shared by all teachers with parents and the administration.

The effort grade/ co-scholastic grade is based on a scale from "A" to "D", with "A" being the strongest level. The effort grade reflects a student's attitude toward learning, including, as judged by the respective teacher, his/her time spent on learning the subject and to what extent the student is engaged in the class and different activities across other domains.

CBSE GRADING SCALE GRADE CRITERIA

PERCENT AGE	GRADE
91 -100	A1
81 -90	A2
71 -80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & Below	E

COURSE EXAMINATION AND PROGRESS REPORTS IN THE MIDDLE SCHOOL/ HIGH SCHOOL (CBSE)

At the end of every half-semester, students are assessed on their understanding of the courses via several assessment components, including written tests.

All courses' end of semester examination results must be moderated by the Examination Board. After the Examination Board's confirmation and approval of the results, the results will be uploaded to the Student Portal.

The respective schools shall also generate individual students' progress reports to be distributed to students and/or parents/guardians at mid-semesters and the end of semesters.

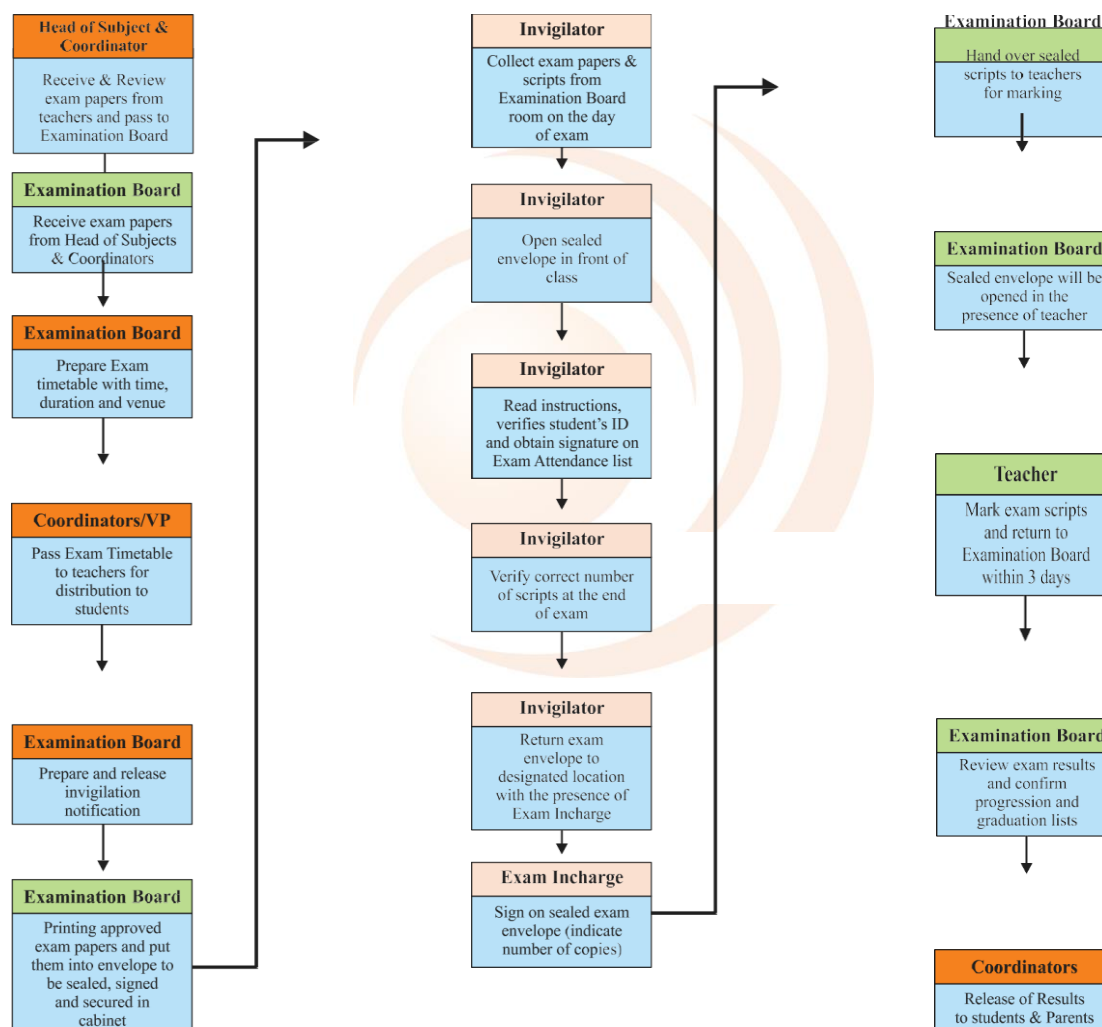
DIFFERENT WAYS OF REPORTING TO PARENTS IN THE MIDDLE SCHOOL / HIGH SCHOOL (CBSE) / SENIOR SCHOOL

- Teacher comments on schoolwork
- Regular communication with the parents
- Regular meetings with the teachers
- Parent-Teacher Conference
- Student Reflections - Class journals, Self-assessment, Peer assessment, Evaluations, Portfolio assessment, Reports
- Classwork
- Discussions – Peer-peer, student-teacher
- Self-reflections

- Presentations
- Portfolios
- Independent Practice

EXAMINATION ASSESSMENT PROCESS

This describes the process of examinations from preparation, invigilation, and moderation until the posting of results.



The Middle and High schools schedule mid-year examinations and end-of-year examinations in each academic year. Students shall be required to attend all examinations scheduled by the school. Students shall obey all examination regulations. Unfair Means in examinations is strictly forbidden. If the student is caught in unfair means during an examination, the result for that examination can be recorded as zero, depending on the nature of the malpractice. The student would complete the examination and the decision regarding disciplinary action would be made by the Examination Board. The record of the individual case may be documented in the student archive.

If a student is unable to attend an examination due to special circumstances, the student or the parents/guardians have to provide relevant evidence to validate the reasons and apply for postponing the examination to the school's academic administration. After the school's approval, the student shall be allowed to take the examination on the postponed dates.

Students who fail or do not attend the examination on the postponed dates, shall not be granted a retake and the result for that examination will be recorded as zero.

For those who are absent for the examinations without reasons or do not meet the requirements to take the examination, the school shall not grant a postponed date or retake of the examination and the result for that examination will be recorded as zero.

Students who are caught cheating in an examination may not be allowed to retake the examination, depending on the nature of the malpractice.

EXAMINATION PAPERS AND THEIR APPROVAL

Two sets of examination papers are required (one for the main examination and the other for supplementary). Examination papers shall be submitted in electronic form.

At least 4 weeks before the semester examination session, subject teachers shall submit to their respective subject head the examination papers, for the Coordinator/ Vice Principal to vet and submit them to the Head of School. The Head of School, after vetting the papers, shall submit them to the Examination Board of the School for approval.

All proposed examination papers will be presented to the Examination Board for approval. The Board may moderate or make recommendations to academic staff to moderate papers that it does not deem fit for the academic standard or course objectives.

EXAMINATION TIMETABLE

Examination Board shall prepare the Examination Timetable with scheduled courses, date, time, venue, and duration and upload it to the SchoolKnot and communicated via Parent Group Mails 15 days before the examination date.

PREPARATION OF EXAMINATION PAPERS AND OTHERS

The respective curriculum teachers in coordination with the examination board shall prepare the following:

- Printing of all examination papers and answer booklets
- Examination attendance list
- Invigilation schedule

The examination papers upon printing shall be sealed in the examination envelope immediately. Examination Board shall sign on the seal of the envelope and indicate the course, subject, and number of copies. The examination envelope will be kept in a locked cabinet.

The invigilators' allocation list will be released 2 days before the examination date. Respective Teachers shall sign the List and submit it to Examination Board.

INVIGILATION

On the day of the examination, the invigilator shall collect the following from Examination Board:

- Examination papers and answer booklets
- Examination Attendance List

The sealed examination envelope shall be opened in front of the students only at the start of the examination. The invigilator shall read out to the class examination instructions before the commencement of the examination. The invigilator shall also verify the students' identities and put signatures on the Examination Attendance List.

CONCLUDING AN EXAMINATION

At the end of the examination, the invigilator shall collect back all examination scripts from the students.

The invigilator shall confirm that the correct number of examination scripts is handed in in the presence of the Examination In charge

The invigilator shall deposit the sealed examination envelope into the designated room in the presence of the Examination In charge.

Examination Board shall then keep the sealed examination envelopes in a locked cabinet until handed over to the markers for marking. The sealed envelope shall only be opened by the markers in the presence of the Examination In charge.

MARKING OF EXAMINATION SCRIPTS

The markers shall mark the examination scripts by the marking scheme. Markers are given 2 days for marking. The marked examination scripts shall be returned to the Examination In charge with the award list.

EXAMINATION BOARD REVIEW

An Examination Board Review meeting shall be convened to review the examination results. Refer to the Examination Board Review procedure below.

POSTING OF RESULTS

After the results had been reviewed and approved by the Examination Board, the respective coordinator shall then prepare the results posting. All examination results must be released within 4 weeks after the end of every examination period.

PROGRESS REPORT

- After each assessment, the school shall issue student progress reports with the respective subject teachers' comments.
- Each coordinator shall hand over/post/email the progress reports to the respective students' parents

DATA FOR REVIEW

- Semester examination papers
- Promotion List and Graduating student List
- Examination scripts

REVIEW OF EXAMINATION RESULTS

The Board shall review the examination results to ensure that the examination scripts are marked consistently without bias.

The Board shall review the examination results to ensure that the examination scripts are marked consistently without bias.

The Board may also moderate the results. Special considerations will be given to those who score around the passing mark.

In reviewing the examination results, it may not be necessary to review every single examination script. A sampling method is usually adopted. Samples from the top scores, lowest scores, and those around the passing marks are usually taken.

REVIEW OF THE PROMOTION LIST AND GRADUATING STUDENT LIST

The Board shall review and approve the promotion students' list and also confer awards to graduating students upon successful fulfillment of respective courses' regulations.

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ASSESSMENT APPEALS PROCEDURE

- The purpose of the panel meeting of the Examination Board is to establish whether or not the proper marking and moderation procedures have been put into place and to assess whether the mark produced is a fair and accurate representation of the application of these procedures.
- The following procedure will be observed at the meeting.
- The Chair will introduce the meeting by describing the procedures which will be followed.
- The applicant's case will be put to the panel and any witnesses called as appropriate.

- The panel will have the opportunity to ask questions of the appellant and any witnesses (if present).
- The teacher/representative of the teachers will be allowed to put their case, calling upon any witnesses as appropriate.
- The teacher will spell out the following information:
- How was the coursework marked?
- What guidance/training has the teacher received to mark this coursework?
- What procedures were put into place to moderate and standardize the student's work within the class and across the department?
- The panel will have the opportunity to ask questions of the teacher and any witnesses.
- The appellant and any witnesses, if present, will leave the meeting and will be informed of the decision in writing within 5 working days.
- The panel will deliberate in private and will either confirm the original decision or uphold the appeal. If the appeal is upheld, the department involved must modify the candidate's mark and inform the exam board concerned.
- Full details of the appeal will be held on file by the coordinator concerned, and are to be made available to the awarding body on request.
- The panel will NOT be asked to rule on the level of help that a teacher has given or not given to a student for the completion of a piece of work. This is not grounds for appeal.

LINK BETWEEN ASSESSMENT POLICY AND OTHER POLICIES

DRSIS Assessment policy is aligned: with other policies as follows

In all these policies, students are at the center.

Linked to DRSIS Academic Integrity policy:

It is expected from students to uphold principles. All of their assignments should be finished with academic honesty. Any infraction of this shall be handled in accordance with the Academic Integrity Policy of DRSIS.

Link to DRSIS Language Policy

The act of differentiation enhances the learning process and abilities of the students irrespective of their level of apprehension. This helps the students to be completely adept to classroom engagement.

Link to Inclusion Policy

We encourage students to participate and take responsibility for their actions based on their comprehension level. With appropriate guidance, the teachers develop various learning opportunities based on each student's requirements.

EVALUATION OF ASSESSMENT

The school uses the results of the assessment to determine the effectiveness of teaching.

After the results for the academic year are finalized, the school conducts an evaluation review of the previous semester and provides recommendations/suggestions for further improvement.

Evaluation review is to be conducted first at the subject level, coordinated by the respective subject coordinator, then by the Head of School, based on a consolidated review of subjects of all subject groups.

An evaluation review report is to be submitted and discussed with the Principal of the School and to be submitted to the Examination Board of the School for discussion.

The DRSIS Assessment Policy is a dynamic framework designed to enhance learning, ensure fairness, and align with IB's philosophy. It undergoes regular reviews to maintain relevance and effectiveness.

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