Policy Title:	**Assessment Policy**
School Name:	Victorious Kidss Educares
Programme Applicability:	PYP | MYP | DP
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Prepared by:	• Teaching Faculty • Programme Coordinators and Department Heads • Senior Leadership Team
Reviewed and approved by:	Vice-President & Head of School

Assessment in education is not just a measure of knowledge. It reflects truth and honesty. When we assess with integrity, we not only gauge academic progress but also uphold the values of sincerity and transparency in the pursuit of learning.

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 organisation works with schools, governments and international organisations 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.

VKE Mission Statement

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect the diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth and inner potential, to solve real-life problems effortlessly.

Our Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.
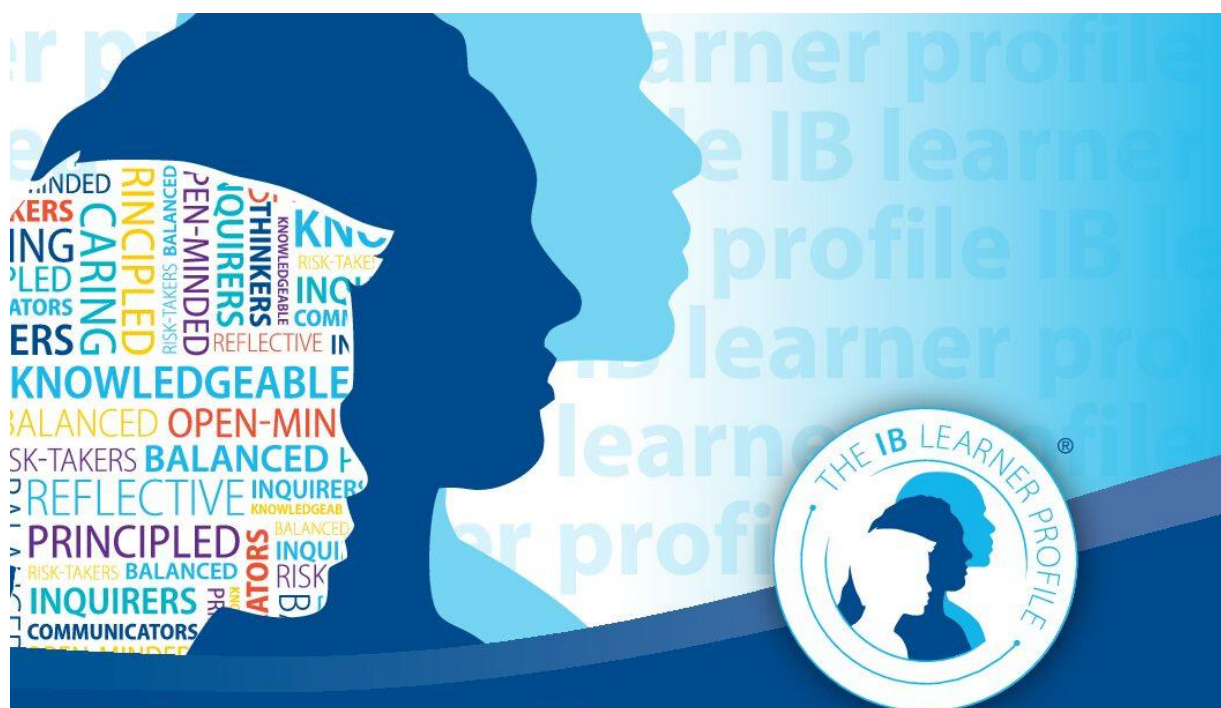
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB Standards and Practices for Assessment Policy
Developing, implementing, and reviewing an assessment policy
Assessments are embedded as follows in the IB Programme standards and practices.

Purpose: Sharing an important mission
Standard: Purpose (0101)
Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Practices
Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Environment: Providing essential structures, systems and resources
Standard: Leadership and governance (0201)
Practices
Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

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

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Standard: Teacher support (0203)
Practices
Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
Culture: Creating positive school cultures

Standard: Culture through policy implementation (0301)
Practices
Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

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

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Learning: Ensuring effective education
Standard: Designing a coherent curriculum (0401)
Practices
Coherent curriculum 1: The school plans and implements a coherent curriculum that organises learning and teaching within and across the years of its IB programme(s). (0401-01)

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

Standard: Students as lifelong learners (0402)
Practices
Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Standard: Approaches to teaching (0403)
Practices
Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

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

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

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

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

IB documents referred to for developing and reviewing the Policy
- Programme standards and practices, Published October 2018, Updated March 2019, April 2020, April 2022
- Academic integrity policy, Published October 2019, Updated March 2023
- Access and inclusion policy, Published September 2022, Updated November 2023
- Adverse Circumstances Policy, Published August 2021, Updated June 2024
- Assessment principles and practices—Quality assessments in a digital age, Published July 2019, Updated November 2023
- Rules for IB World Schools, Published June 2020, Updated November 2022
- IB Coordinator resource, Published March 2021, Updated August 2021
- MYP: From Principles into Practice, Published August 2014, Updated August 2022
- Guidelines for developing a school Assessment Policy in the Diploma Programme
- General regulations: Middle Years Programme, Published April 2014
- Middle Years Programme Assessment Procedures 2024, Published September 2023, Updated February 2024
- The conduct of IB Middle Years Programme on-screen examinations May and November 2024
- Middle Years Programme Coordinator Support Material
- MYP on-screen examinations user guide May and November 2024
- Diploma Programme: From Principles into Practice, Published April 2015
- Diploma Programme Teaching and learning informed by assessment in the Diploma Programme, Published June 2021

- Diploma Programme Assessment Procedures 2024, Published September 2023, Updated November 2023, February 2024, May 2024
- Secure storage of confidential IB examinations material booklet 2024, Published September 2023
- Conduct of examinations booklet 2023, Published September 2024, Updated December 2023
- MYP Subject guides
- DP Subject guides

Table of Contents

1. **Introduction:**

Assessment is an integral part of the school's teaching and learning programme. It provides an overview of students' achievements to parents, teachers, and students. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

2. **Philosophy**

At Victorious Kidss Educares, we are dedicated to cultivating an 'institution' of learning deeply rooted in our spiritual heritage of 'Vedanta.' Our mission is to nurture principled, caring, committed, and balanced individuals who will contribute to making the world a more peaceful and harmonious place to live.

In our pursuit of education, we prioritise inner discipline over reprimand and punishment. We firmly believe in appreciating sincere efforts and fostering self-reflection to develop our students into better human beings. Inspired by the values of Swami Vivekananda, we uphold the virtues of honesty, perseverance, dedication, and hard work.

Our vision is to empower students with intelligence and knowledge, encouraging them to explore the world and, most importantly, themselves. We aim to equip them with the necessary skills, knowledge, and attitude to fearlessly face the challenges of the future. Our mission is rooted in providing a challenging, inquiry-based education that incorporates rigorous assessments, fostering creativity, profound intelligence, global perspective, compassion, and a lifelong passion for learning.

We believe in the paramount importance of instilling values and skills that promote personal integrity and academic honesty, which form an integral part of our school's responsibilities.

To achieve these objectives, we hold the following beliefs about assessments:
- Assessments should accurately define each student's abilities, encompassing knowledge, understanding, and application.
- They should be authentic, reflecting real-world contexts, making learning relevant and applicable.
- Assessments must provide valuable feedback, serving as a catalyst for growth, both for students and teachers, to maximise their potential.
- They should effectively document measurable knowledge, skills, and attitudes in an inclusive manner, acknowledging diverse learning styles and needs.
- Our assessments are designed to be relevant, meaningful, and varied, accommodating and supporting diverse learners.
- We encourage multiple ways of expression and representation in assessments, valuing the diverse talents and strengths of our students.
- Fairness, inclusivity, and stimulation are key considerations in the development of our assessment strategies.
- Our assessments are thoughtfully aligned with the IB education philosophy, ATL (Approaches to Learning), and learner profile, ensuring they remain valid

and purposeful in their intent.

At Victorious Kidss Educares, we remain committed to providing an enriching educational experience that nurtures the holistic growth of our students, preparing them to excel and contribute positively to the world.

3. **Purpose of Assessment Policy**

- To give timely, direct, specific and contextualised feedback, which is central to all teaching and learning.
- To reflect - an essential process of assessment that helps teachers and students to take corrective measures in order to achieve their goal.
- To make decisions regarding the instructional needs of an individual learner.
- To monitor the effectiveness of the programme and provide directions to teachers, learners, parents, and administrators for overall school development.

4. **Aims of Assessment**

- Support and encourage student learning by providing meaningful feedback and feedforward.
- Promote student accountability, responsibility, and ownership of their learning.
- Inform, enhance, and improve the teaching process by guiding instructional decisions.
- Monitor, document, record, and report student learning consistently and authentically.
- Promote positive attitudes towards learning and academic risk-taking.
- Deepen understanding of subject knowledge and skills by supporting inquiry in real-world contexts.
- Foster the development of critical and creative thinking skills.
- Reflect international mindedness through culturally and linguistically inclusive assessment tasks.
- Honour the holistic development of students by acknowledging academic, social, emotional, and ethical growth.
- Provide opportunities for students to demonstrate skill transfer across disciplines- such as in the PYP Exhibition, MYP Personal Project, Interdisciplinary Unit Assessments, Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) experiences.

5. **Communication**

The Assessment policy at VKE is a crucial component of our commitment to fostering a supportive and effective learning environment for all members of our school community. To ensure that everyone is well-informed about the policy and its guidelines, we have implemented multiple pathways of communication.

During the Parent orientation, staff meetings, PTA meetings, and grade level meetings, the Assessment policy is presented and discussed with parents, teachers, and relevant stakeholders. This open dialogue allows for a clear understanding of

the policy's objectives and expectations.

For new staff members, the policy is an essential aspect of their induction process. We take the time to familiarise them with the document, ensuring they are well-versed in our assessment practices from the outset of their time at VKE.

To enhance accessibility, a copy of the Assessment policy is readily available on the school server and the Learning Management System (LMS). This accessibility ensures that all staff members can easily refer to the policy whenever needed.

Furthermore, students and staff are proactively made aware of the Assessment policy by our dedicated leadership team. We believe that a shared understanding of the policy among all stakeholders is paramount to promoting a collaborative learning environment that supports student growth and development.

At VKE, we recognise that effective assessment practices require consistent communication and alignment with our educational values. By involving the entire school community and training new teachers about the policy, we ensure that our assessment approach is cohesive and contributes positively to the learning experiences of our students.

6. **Roles and Responsibilities**

Assessment at VKE is a shared responsibility across the school community. All stakeholders contribute to making assessment meaningful, consistent, and supportive of student learning and growth.

Role of the Student:

Students are expected to:

- Be fully prepared for class assignments and assessments.
- Submit all assigned work on time.
- Present work appropriately and responsibly.
- Comply with the IB academic integrity guidelines.
- Act ethically throughout their participation in the programme, as defined by school expectations, which includes avoiding academic misconduct.
- Collaborate with teachers and peers to:
  - Plan, demonstrate, assess, and track their learning
  - Reflect on strengths and areas for growth
  - Set challenging goals and monitor progress toward them
- Participate actively in:
  - Self-assessment and peer assessment
  - Reflection on personal learning
  - Goal-setting for further learning
- Track their performance in relation to learning goals.
- Identify areas of challenge and initiate improvement efforts independently.
- Take ownership of their academic progress and demonstrate responsibility for their learning.

Role of the Parent

Parents are expected to:

- Encourage routine, time management, and a positive attitude toward learning in the early years.
- Help children develop independence by offering support where needed, while allowing them to make choices and take responsibility.
- Create a home environment that values effort, inquiry, and integrity.
- Stay informed by participating in parent–teacher meetings, three-way conferences, and goal-setting discussions across all programme levels.
- Maintain open communication with teachers by raising concerns or queries on time.
- Provide constructive encouragement, focusing on learning progress rather than just outcomes.
- As students' progress, support their academic independence by stepping back and trusting them to complete assignments on their own.
- Avoid compromising the authenticity of student work, especially in assessments submitted for moderation or external evaluation.
- Reinforce the importance of academic honesty, self-reflection, and original thinking.

Role of the Teacher

Teachers are expected to:

- Clearly communicate assessment expectations and plans through planners (weekly, monthly, and term) and appropriate school communication channels.
- Design assessments that are meaningful, reliable, and based on students' prior knowledge, experiences, capacities, and learning styles.
- Ensure assessments are relevant and engaging, and that they involve active student participation.
- Plan and implement a balanced range of formative and summative assessments aligned with programme objectives and learning outcomes.
- Provide varied opportunities for students to develop and demonstrate Approaches to Learning (ATL) skills through assessment.
- Involve students in the assessment process by explaining learning goals, success criteria, and assessment methods.
- Promote student ownership of learning by guiding them in goal-setting, self-assessment, and reflection.
- Use multiple assessment strategies and tools to evaluate progress and understanding (e.g., checklists, rubrics, observations, reflections, quizzes, performance tasks).
- Offer timely, constructive, and actionable feedback that supports improvement and deeper learning.
- Guide students in producing authentic, original work by reinforcing academic integrity through age-appropriate practices.

- Maintain unit planners and documentation that clearly outline assessment objectives, criteria, and tasks.
- Maintain a clear assessment profile for each student using teacher mark books, digital tracking systems, and portfolios.
- Collaborate with colleagues to standardise assessment practices and ensure consistency in expectations and grading.
- Work across subject areas and grade levels to design and implement interdisciplinary tasks and projects.
- Use assessment data to analyse student learning patterns, inform teaching decisions, and support differentiated instruction.
- Provide advance notice of summative assessments to students in age-appropriate ways to support preparation and self-management.
- Communicate effectively with students, parents, and school leadership on assessment-related matters as needed.
- Support students through school-wide culminating tasks and projects, such as the PYP Exhibition, MYP Personal Project, and DP Extended Essay, TOK, and CAS.
- Participate in moderation and internal standardisation to ensure fairness, alignment, and reliability.
- Grade internal assessments (IAs) and provide comments for moderation, as applicable in the MYP and DP.
- Submit required documentation (e.g., predicted grades, authentication reports, coursework forms) to the programme coordinator within specified IB deadlines.
- Comply with all IB guidelines for assessment, academic integrity, and programme implementation.
- Continuously reflect on and improve assessment practices through collaboration and professional development.

Role of the Homeroom Teacher/Advisor

Homeroom Teachers and Advisors are expected to:
- Serve as the primary point of academic communication for students and families.
- Communicate regularly with students and parents about academic progress and well-being.
- Work collaboratively with subject teachers to monitor and support students' overall academic development.
- Facilitate meaningful conversations with students around learning goals, reflection, and progress.
- Maintain awareness of assessment timelines and ensure that students are supported in managing their responsibilities.
- Monitor and ensure completion of assessment-related entries in reporting systems before report cycles.
- Inform coordinators of any significant academic concerns or trends requiring programme-level attention.

- Reinforce assessment expectations, including academic integrity and self-management, through advisory sessions or pastoral care periods.
- Guide students in reflecting on their learning and planning next steps, particularly during transitions (e.g., PYP Exhibition, MYP Personal Project, Extended Essay, etc.).
- Encourage open communication between school and home, and advocate for students' academic and emotional needs.

Role of Head of the Department/Group Leader:
- Support transdisciplinary collaboration in the PYP to ensure assessments are aligned with the Programme of Inquiry and subject scope and sequences.
- Encourage age-appropriate moderation practices among PYP teams, including shared expectations and collective reflection on assessment tasks.
- Foster collaborative efforts to guide and facilitate the process of subject area assessment planning.
- Prioritise discussions and standardisation of assessments before the marking of answer scripts.
- Regularly monitor and review the assessment documentation maintained by each subject teacher.
- Ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. And use the objectives and assessment tools for each subject and component of the DP core to build summative assessments of student learning.
- Offer professional development opportunities for subject teachers to exchange knowledge and learn effective assessment practices from both peers and experts.

Role of DP Examination Head/Officer:
- The Examination Head's primary responsibility is to collaborate with and support the Programme Coordinator in ensuring that assessment practices align with the prescribed guidelines of the International Baccalaureate (IB). By working closely together, they create a cohesive approach that upholds the integrity and standards of the DP assessment process.
- Ensure that the school strictly adheres to the IB's regulations and guidelines concerning assessment, examination conduct, and academic integrity.
- The Examination Head collaborates with the Programme Coordinator to effectively communicate assessment requirements, changes, and updates to teachers, legal guardians, and candidates. They facilitate access to relevant documentation detailing the programme's assessment policies.
- Supporting the Programme Coordinator, the Examination Head assists in providing assessment-focused professional development for teachers. This helps educators stay updated on best practices and techniques in preparing students for DP assessments.
- Working hand in hand with DPC, the examination head ensures that all DP Year 2 students are correctly registered for the examination session, and candidates'

assessment material, including e-Portfolios and eCoursework, is submitted according to the IB's specified deadlines.

- The Examination Head collaborates with the Programme Coordinator to foster a culture of academic excellence. They both implement practices that support and encourage students in pursuing the full IB diploma.
- Access Arrangements and Special Requests: Together, they handle requests for access arrangements and special language considerations for IB assessments, ensuring that the process aligns with the guidelines prescribed by the IB.
- Scheduling and Conduct of Examinations: The Examination Head works closely with the Programme Coordinator to follow IB guidelines and procedures to schedule and conduct DP examinations, ensuring a smooth and organized process.
- Assessment Material and Security: Supporting the Programme Coordinator, the Examination Head ensures the secure storage of IB examination stationery and papers. They jointly oversee the handling of assessment materials for forthcoming examination sessions.
- Alignment with Curriculum: The examination head collaborates with the subject teachers to ensure that learning and teaching practices are aligned with the current aims, objectives, and implementation requirements of the DP curriculum.
- Supporting Academic Integrity: Upholds and promotes academic integrity, ensuring that there is no form of maladministration during the conduct of examinations.

Role of Programme Coordinator:
- In the PYP, the coordinator ensures that assessment practices are developmentally appropriate, authentically embedded within units of inquiry, aligned with the programme of inquiry and subject scope and sequences, and documented through portfolios, reflection tools, and student-led conferences.
- Ensure that teachers, legal guardian(s) and candidates understand the curriculum and assessment requirements of the programme and subjects offered by the school. Provide access to documentation describing the relevant programme regulations and requirements regarding assessment.
- Provide teachers with up-to-date information about changes to courses of study and assessment requirements, programme review cycles and associated IB communications. Ensure that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.
- Inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the MYP and/or DP.
- Assist teachers in gaining assessment-focused professional development.
- Ensure new teachers are fully inducted and oriented into relevant programmes for implementing, evaluating and reviewing the assessment policy.
- Ensure that teachers have access to relevant sections of the programme's Assessment procedures; and use the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning.

- Ensure that all MYP year 5 students are registered for assessment in the personal project and other e-assessment subjects, as required. (or) DP year 2 students are registered for their examination session with all the requisite courses for the award of the IB diploma.
- Publish an internal calendar of all due dates for the submission of candidates' assessment material and other material/information required by the IB.
- Submit advance-notice registration requirements for special language requests in accordance with the deadlines given in the programme's assessment procedures.
- Submit requests for access arrangements for IB assessments in adherence to the following requirements: based on regular classroom practices, aligned with eligibility criteria specified in the policy, accompanied by supporting evidence, and submitted by the designated deadline mentioned in the relevant programme's Assessment procedures.
- Register candidates for an examination session in accordance with the deadline given in the programme's Assessment procedures.
- Review the performance of the students regularly and set practices in place to ensure students are encouraged and provided opportunities to pursue the full IB diploma.
- Upload candidates' e-Portfolios, eCoursework for moderation in accordance with the deadline given in the programme Assessment procedures.
- Uphold the principle of academic integrity and not to engage in any form of maladministration during the conduct of examinations.
- Follow IB stated guidelines and procedures to schedule IB examinations, and train staff as per the requirements.
- Be responsible for the coursework submission, secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described by IB.

By working in tandem, the Examination Head and Programme Coordinator ensure that the school's assessment practices meet the highest standards set by the IB, fostering an environment where students can excel academically and grow into well-rounded individuals.

Role of Governing Body
- Provide time for teachers to plan their assessment, to reflect on practices and to collaborate with other teachers for effective assessment.
- Ensure that all teachers review and reflect on their assessment practices through an appropriate appraisal system.
- Provide appropriate professional development for teachers to know the latest practices in assessment.
- Provide appropriate time and forum for students, teachers and parents to meet to discuss assessment.
- Set consistent and fair systems and processes for reporting student progress and handling appeals or challenges, along with the programme coordinators.

- Provide resources, materials, physical or virtual, to ensure the school complies with the IB regulations and procedures related to the conduct of all forms of assessments. This includes security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual.

7. <u>Assessments at VKE</u>

Assessment can mean any of the different ways in which student progress can be gathered and evaluated. Common types of assessments include Assessment of learning, assessment for learning and assessment as learning in PYP. We have an entry-level assessment for students at the time of admission to check their readiness for the grade level. In PYP, we differentiate the assessments for SEN (Rainbow), ESL or learning support requirements. Tests, examinations, extended practical work, projects, portfolios and oral work in MYP and DP. Sometimes, assessments are carried out over a prolonged period, and at other times, they occur over a few hours. Assessments will sometimes be judged by the student's teacher, while other times they are evaluated by an external examiner.

Effective Assessment

Teachers plan assessment tasks collaboratively, catering to the needs of the students (including learning support, ESL, and SEN). Assessment values the learning process, as well as the products students create. The school uses a balanced range of strategies and tools for monitoring and documenting learning. Assessments are planned by facilitators and co-constructed with students; we also practice self and peer assessments. Teachers infuse academic integrity in different assessments by modelling academic integrity principles. The effective assessments support developing assessment capabilities of the learning community. Members of the learning community support student growth and assessment capabilities through a strong and integrated assessment culture.

Effective Assessments allow students to:

- Use their prior knowledge to build on and guide the inquiry process.
- Use various learning strategies and build on their own strengths.
- Know and understand in advance the criteria for producing a quality product or performance.
- Express their points of view and understanding.
- Demonstrate and share their learning.
- Support students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The assessments require both teachers and students to exhibit assessment capabilities.
- Allow students to become self-regulated learners as they engage in the assessment and act on constructive feedback. Students reflect on their progress, set goals for learning, and draw an action plan to achieve these learning goals.

Effective Assessments allow teachers to:

- Be informed about every stage of the teaching and learning process, and identify

what students know, understand and can do at different stages in the learning process.

- Reflect on assessment practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- Develop task-specific criteria for producing a quality product or performance.
- Gather evidence from which sound conclusions can be drawn.
- Provide evidence that can be effectively reported and understood by the whole school community.
- Collaboratively review and reflect on student performance and progress.
- Adapt to the learning styles and student requirements.

Effective Assessments allow parents to:
- Become more aware of and understand the learning goals their child is working towards, and the progress their child is making.
- Extend the child's understanding and development of skills by supporting learning.
- Celebrate the child's learning and accomplishments.
- Observe and track the child's progress and growth.

8. **Assessments in PYP**

What do we assess: Assessment practices
- Assessments address both the process and the product of learning for units of inquiry and standalone subjects.
- Assessments focus on knowledge, skills and conceptual understanding.
- At the beginning of each Unit of Inquiry, teachers assess students' prior knowledge and experience to understand what the student already knows and can do. It aids the planning process.
- Assessment practices help check if the learning is on track or if the student is ready for extension. They elicit depth and breadth of students' understanding of various subject areas.
- Assessment practices include monitoring, documenting, and measuring learning. It helps understand how students make connections, develop and use various approaches to learning, and build on the learner profile attributes. Teachers monitor and document learning using different assessment strategies and tools.
- Students are made aware of the assessment criteria in advance. They are provided with feedback and feedforward throughout the assessment process.
- Student reflection is an integral part of assessments.
- Assessments provide opportunities for students to develop assessment capabilities. Self-assessment promotes a positive sense of agency and self-efficacy, allowing learners to self-adjust their learning goals.

Characteristics of effective assessment (From ibo.org)
Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

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

How do we Assess
We follow four dimensions of assessment, i.e. Monitoring, Documenting, Measuring and Reporting learning.

Monitoring learning
The monitoring of learning occurs regularly using strategies like open-ended tasks, written or oral assessment, workpieces, student notes and records in the notebook, student portfolio and Learning continuations. Teachers monitor students' conceptual understanding, ATLs, prior knowledge and knowledge developed through inquiry and research. Students reflect and discuss with teachers and peers to decide the next step in learning. In the Early years, monitoring of learning takes place by intentionally listening to students during PLAY activities in different learning spaces.

Documenting learning:
Documenting learning occurs regularly to reconnect with learning goals and success criteria. Teachers make focused observations and maintain anecdotal records. The documentation of learning occurs in the form of self-reflection, feedback and feedforward, peer feedback, portfolios, and learning walls in the classroom. Teachers document learning goals, questions, reflections and evidence of learning in portfolios in the form of work pieces, anecdotes and pictures. In early years, learning is documented using learning stories. The documentation tools in school include exemplars, checklists, rubrics, anecdotal records, continuums and portfolios.

Measuring learning
Teachers gather assessment data using an assessment tracker. The data is gathered for the progress or achievements in various assessments. Teachers use multiple data points to evaluate student progress. Teachers use a range of assessment tools and strategies to collect data. The data includes student attainment of conceptual understanding and key IB elements. This entails the participation of the student in the process, resulting in building their assessment capability. Each tool and strategy

chosen provides the learning community with accurate and accessible data on each student's learning.

Reporting learning

We report learning twice in an academic year. At the end of each term, students and parents are provided a progress report with detailed feedback. Following the feedback, the parents are invited to discuss the report with the respective homerooms/subject teachers. The conferences are another way to involve the learning community in the process of reporting learning. These conferences are opportunities for students to demonstrate their understanding of the IB learner profile attributes, reflect on their learning experiences, and develop ATLs.

3-Way Conferences

These conferences involve the student, teacher, and parents or guardians. They come together to discuss the student's progress, goals, and development. The student shares the reflections and goals with the guidance of the teacher. The teacher provides feedback on the student's academic and personal development. Together, they discuss strategies for further improvement and support.

Student-Led Conferences

During Student-Led Conferences, students take an active role in presenting their learning, goals, and achievements to their parents or guardians. The student is at the centre of the conference, guiding the discussion. Students present their portfolios or presentations showcasing their work and assessments. They explain their learning journey, highlight their strengths, and areas for growth, thereby reflecting on personal goals. Parents or guardians listen, ask questions, and provide feedback to celebrate the student's achievement.

Types of Assessments in PYP

Assessment for Learning:

It is an ongoing process that takes place throughout the learning process. The primary purpose of these assessments is to inform teachers and students about the students' understanding and progress toward learning outcomes. The assessment data help adjust teaching and learning, differentiation and accommodations required to meet the different learning needs. Teachers use various strategies and tools such as observations, discussions, and feedback to monitor and document learning. The assessment for learning also includes self, peer and group assessment reflecting on their strengths and areas for improvement.

Assessment as Learning:

Assessment as Learning involves students actively engaging in the assessment process by monitoring their own learning, setting goals, and reflecting on their progress. It promotes metacognition and self-regulation. Teachers constantly work on identifying opportunities to practice assessment as learning. These assessments promote student agency and assessment capabilities. Learning journals and portfolios are used to document learning.

Assessment of Learning:

It is used to evaluate and measure what students have learned over a period of time. It often occurs at the end of a learning cycle to determine if students have met specific learning outcomes and big ideas. These assessments play a major role in reporting student attainments. These help teachers understand the development of knowledge, ATLs, as well as the growth of personal attributes like international-mindedness.

Assessment Strategies

- Observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks

Assessment Tools:

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums

Evaluation scale for reporting
Assessment Descriptors:
Effort:

M	Magnificent	The student consistently demonstrates a meticulous understanding of concepts and applies knowledge and skills with accuracy and independence.
P	Proficient	The student consistently demonstrates a thorough understanding of concepts and application of knowledge, often with accuracy and independence.
D	Developing	The student consistently demonstrates a good understanding of concepts and applies knowledge and skills with some guidance.
E	Emerging	The student demonstrates a limited understanding of concepts and can apply knowledge and skills in some situations with constant guidance.
NA	NA	Has not been evaluated yet due to late joining or non-availability.

Learner Profile Attribute:

C	Consistently	Demonstrates evidence of the attribute all of the time
U	Usually	Demonstrates evidence of the attribute most of the time
S	Seldom	Demonstrates evidence of the attribute some of the time

NA	NA	Has not been evaluated yet due to late joining or non-availability

Approaches to learning:

C	Consistently	Demonstrates evidence of the skill all of the time
U	Usually	Demonstrates evidence of the skill most of the time
S	Seldom	Demonstrates evidence of the skill some of the time
NA	NA	Has not been evaluated yet due to late joining or non-availability

The Exhibition in PYP

In the final year of the PYP, students would participate in the PYP exhibition. Students engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues or problems. The exhibition process plays a vital role in developing assessment capabilities. The selected central idea has sufficient scope and significance to warrant a detailed investigation by all the students. It would be a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. This event is a celebration as students move from the PYP into the middle years of schooling. The exhibition represents a significant event in the life of a PYP school and student, synthesising the key elements of the PYP and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developed throughout their engagement with the PYP.

MYP Assessments at VKE

Assessment can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will sometimes be judged by the student's teacher, while other times they are evaluated by an external examiner.

Key features of MYP assessment

Assessment in the MYP is criterion-related and is directly linked with the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigour. The criterion-related approach represents a philosophy of assessment that is neither norm-referenced (where students must be compared to each other and to an expected distribution of achievement) nor criterion-referenced (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

MYP internal (school–based) assessment uses a best–fit approach in which teachers

work together to establish common standards against which they evaluate each student's achievement holistically. The best–fit approach reflects a criterion–related philosophy of MYP assessment. In contrast to criterion-based assessment, the MYP approach does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgement to develop and apply shared understandings of what good looks like.

Furthermore, these assessments stimulate learning by considering higher-order cognitive skills and broader student competencies. They are valid, striking a balance between construct relevance, fairness, manageability, reliability, and comparability to fulfil their intended purpose. Each assessment is carefully designed, implemented, and interpreted consistently to serve its specific purpose, recognising that assessments with different aims may require distinct approaches. Ultimately, these assessments are aligned with the IB education philosophy, supporting the principles of the Approaches to Teaching and Learning (ATL) and the learner profile. These key features guide the entire process of designing, implementing, and interpreting DP assessments, ensuring they align effectively with the programme's intended goals.

DP assessments at VKE
Assessment in the DP is closely aligned with the aims and objectives of the six subject groups and the core components of the programme. It is criterion-related, directly linked to specific criteria and standards. This approach ensures that teaching and learning in the DP are rooted in inquiry-based methodologies while maintaining academic rigour.

Assessment in the DP encompasses a range of methods to gather and evaluate student achievement. These methods include tests, examinations, extended practical work, projects, portfolios, and oral assessments. The assessments can be conducted over an extended period or within a shorter timeframe, depending on the nature of the task.

The evaluation of these assessments can be carried out by the student's teacher, in collaboration with other teachers within the school, to ensure standardisation and consistency of assessments.

By utilising the objectives and assessment tools for each subject and core component, summative assessments are developed to measure student learning in the DP. This approach ensures that the assessments align with the intended learning outcomes and provide a comprehensive evaluation of student achievement.

Overall, the DP's assessment framework aims to promote rigorous academic standards, inquiry-based learning, and a holistic evaluation of student performance.

Key features of DP assessment
DP assessments are designed to be relevant and supportive of learning objectives and curriculum outcomes. They go beyond simply measuring easily quantifiable

aspects and strive to be meaningful, focusing on what truly matters. These assessments are authentic, reflecting real-world situations where students can apply their skills and knowledge. They are also universally designed to cater to the diverse needs of learners, featuring a range of assessment tasks and activities that are relevant and varied. The assessments are multimodal, allowing students to demonstrate their abilities through different modes of representation. Importantly, they are fair, ensuring that no student is unintentionally advantaged or disadvantaged. Inclusivity is a key consideration, enabling meaningful engagement for all students.

Furthermore, these assessments stimulate learning by considering higher-order cognitive skills and broader student competencies. They are valid, striking a balance between construct relevance, fairness, manageability, reliability, and comparability to fulfil their intended purpose. Each assessment is carefully designed, implemented, and interpreted consistently to serve its specific purpose, recognising that assessments with different aims may require distinct approaches. Ultimately, these assessments are aligned with the IB education philosophy, supporting the principles of the Approaches to Teaching and Learning (ATL) and the learner profile. These key features guide the entire process of designing, implementing, and interpreting DP assessments, ensuring they align effectively with the programme's intended goals.

9. __Types of Assessment in MYP at VKE__
The internal (school-based) assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students. IB assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme.

Pre-assessments in MYP
Teachers consistently evaluate students' prior knowledge and experiences before embarking on new learning experiences, ensuring appropriateness. They employ effective methods to gauge students' previous learning, enabling them to design suitable learning experiences and teaching strategies.

Formative Assessment in MYP
- Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills, and attitudes.
- Formative assessment takes place before, during, and after the part of a unit is taught. Formative assessments are planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.
- Formative assessment is a way to explore personal learning styles as well as individual student strengths, challenges, and preferences that can inform meaningful differentiation of learning.
- Through effective formative assessment, teachers gather, analyse, interpret, and use a variety of evidence to improve student learning and to help students achieve

their potential.

- Formative assessment also provides important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.
- Ancillary skills, such as using technology, organising thoughts in writing, understanding key terms, and utilising visuals, are identified and addressed in formative assessments.
- Peer and self-assessment are often valuable formative assessment strategies.
- Formative assessment, as a holistic learning experience, addresses curriculum goals and skills beyond summative assessments, such as collaboration, creativity, and the learner profile attributes.

Summative Assessment in MYP

- Summative assessments should be directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding, and skills. This means that assessments should be designed to measure students' progress in achieving the learning outcomes of the unit. They should also be varied enough to allow students to demonstrate their learning in different ways.
- Summative assessments should be part of every MYP unit. This means that students should have regular opportunities to demonstrate their learning throughout the unit. This will help them to track their progress and to identify areas where they need additional support.
- Summative assessments should be designed to provide evidence for evaluating students' achievement using the required MYP subject-group-specific assessment criteria. This means that assessments should be aligned with the IB's assessment expectations and practices. They should also be designed to provide a fair and accurate measure of students' achievement.
- Internal summative and formative assessments should be closely linked. This means that teachers should use the results of formative assessments to inform the design of summative assessments. They should also use the results of formative assessments to provide feedback to students and to inform their teaching.
- Teachers should use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback. This means that teachers should provide students with feedback that is specific, actionable, and timely. They should also help students understand how they can improve their performance.

10.   Types of Assessments in DP at VKE
Prior Knowledge Tests

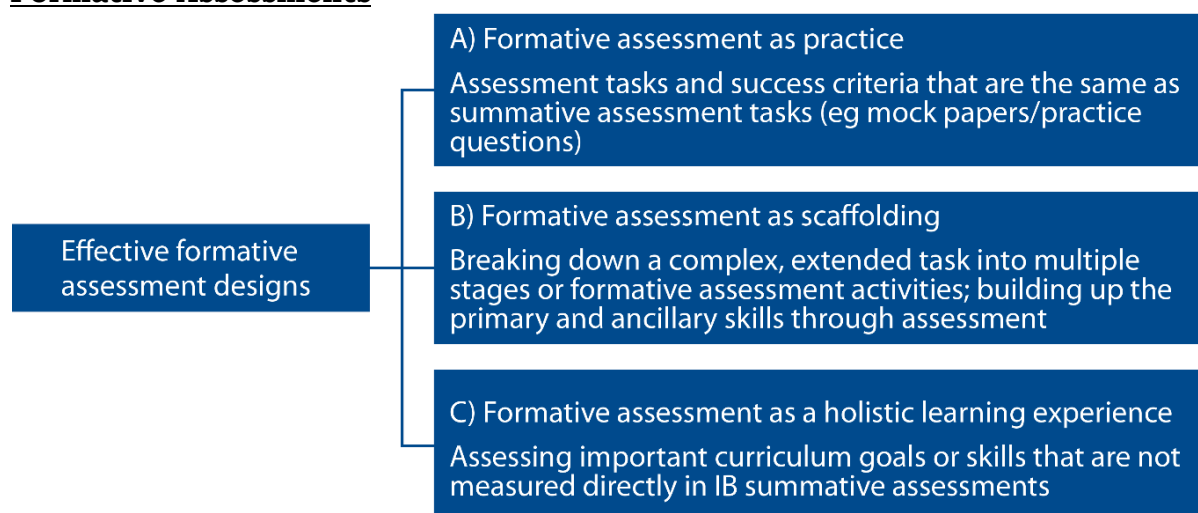Prior Knowledge Tests VKE are assessments designed to gauge students' existing knowledge and understanding of specific subject areas before they begin their studies in the unit. These tests help identify students' strengths, weaknesses, and any potential gaps in their prior learning. The aim is to provide targeted support and personalised learning plans, enabling students to build upon their existing

knowledge as they progress through the IB programme.

Prior learning assessments are not factored into the allocation of assessment grades. We do not consider any qualifications, grades, or achievements that students might have acquired before enrolling in the DP programme. While acknowledging that students bring diverse educational experiences to the DP, the assessment process remains focused solely on evaluating students' performance within the framework of the programme's subject guides. These subject guides may include a section on prior learning, recognising that students may have prior knowledge that can be beneficial during their IB journey, but this information does not directly impact the final assessment grades. As a result, VKE ensures a fair and equitable assessment process, solely based on students' performance and achievements within the IB Diploma Programme.

Formative Assessments

Effective formative assessment designs	**A) Formative assessment as practice** Assessment tasks and success criteria that are the same as summative assessment tasks (eg mock papers/practice questions)
	B) Formative assessment as scaffolding Breaking down a complex, extended task into multiple stages or formative assessment activities; building up the primary and ancillary skills through assessment
	C) Formative assessment as a holistic learning experience Assessing important curriculum goals or skills that are not measured directly in IB summative assessments

Formative Assessments as Practice: Common type of formative assessments in DP classrooms, replicating IB summative assessments to help students understand expectations and improve test-wiseness.

Formative Assessments as Scaffolding: Breaks down complex tasks into stages or activities to assess skills needed to achieve learning objectives and perform well in summative assessments. Scaffolded tasks and diverse assessment activities are used from time to time for skill transfer and growth.

Identifying Ancillary Skills: Teachers use formative assessments as scaffolding to identify ancillary skills required for tasks, such as technology use, writing organisation, and understanding question keywords.

Holistic Learning Experience: Formative assessments as a holistic learning experience address goals beyond high-stakes summative assessments, including collaboration, creativity, and learner profile attributes.

Designing Meaningful Assessments: Teachers aim to assess attributes like collaboration and creative writing through meaningful assessments, encouraging real-life problem-solving and dialogue interactions.

Role of teachers in Formative assessments implementation:
In formative assessments in the IB Diploma Programme (DP), teachers play a critical and active role in guiding students' learning and progress. Here are the key roles of teachers in formative assessments:

Designing Formative Assessments: Teachers design and create formative assessments that align with the learning objectives and curriculum of the DP. They ensure that these assessments are relevant, meaningful, and provide valuable feedback to students.

Providing Timely Feedback: Teachers offer prompt and constructive feedback to students based on their formative assessments. This feedback helps students understand their strengths, areas for improvement, and progress toward learning goals.

Supporting Skill Development: Teachers identify specific skills and competencies that students need to develop and design formative assessments to support the acquisition of these skills. They scaffold the learning process to help students build up their abilities.

Using Various Assessment Methods: Teachers employ a variety of formative assessment methods, such as quizzes, practice questions, projects, presentations, and discussions, to gauge student understanding and progress effectively.

Analysing Student Performance: Teachers analyse the results of formative assessments to identify patterns and trends in student performance. This analysis informs instructional decisions and helps tailor teaching approaches to address individual student needs.

Tracking Student Progress: Teachers track student progress over time through formative assessments, allowing them to monitor how students are developing and adjust their teaching strategies accordingly.

Encouraging Self-Reflection: Teachers encourage students to reflect on their learning and assessment outcomes. They help students set goals, identify areas of improvement, and develop action plans to enhance their learning journey.

Differentiating Instruction: Teachers use formative assessment data to differentiate instruction, tailoring teaching methods and materials to cater to the diverse learning needs of their students.

Fostering a Supportive Learning Environment: Teachers create a positive and supportive learning environment where students feel comfortable taking risks and

seeking help to improve their understanding and skills.

Promoting Student Engagement: Through formative assessments, teachers actively engage students in the learning process, fostering curiosity, critical thinking, and a passion for learning.

Overall, teachers play a central role in formative assessments in the DP, using these assessments as powerful tools to inform their instruction, guide student learning, and facilitate continuous growth and improvement.

Frequency of formative assessments

The frequency of formative assessments in the DP can vary depending on the subject, the teacher's instructional approach, and the overall curriculum design of the school. However, the school encourages regular and ongoing use of formative assessments to support student learning and growth.

Here are some common practices regarding the frequency of formative assessments:

Regularly Integrated into Lessons: Formative assessments are often integrated into regular lessons and activities. Teachers use quick checks for understanding, exit tickets, or short quizzes to gauge student understanding and progress on a daily or weekly basis.: Formative assessments can involve peer and self-assessment activities, where students assess their own work or provide feedback to their peers, promoting metacognition and deeper understanding.

Mid-Unit Checks: Teachers include mid-unit formative assessments to evaluate student progress midway through a unit. These checks help identify any misconceptions or areas of difficulty and allow for timely interventions. These also help students familiarise themselves with the assessment format and content.

Ongoing Feedback: Teachers provide ongoing formative feedback to students as they engage in class discussions, presentations, and group activities. This feedback supports continuous improvement and learning throughout the course.

Individual Progress Monitoring: Teachers may use individualised formative assessments to monitor students' progress toward their learning goals. This might include self-assessments, learning journals, or one-on-one discussions with students.

It's important to note that formative assessments are an ongoing and integral part of the learning process in the IB DP. The frequency and nature of formative assessments are designed to support student learning, inform instructional decisions, and foster a supportive learning environment. Teachers continuously adapt their approach to meet the needs of their students, ensuring that formative assessments contribute significantly to their growth and success in the programme.

Summative Assessments in DP at VKE:
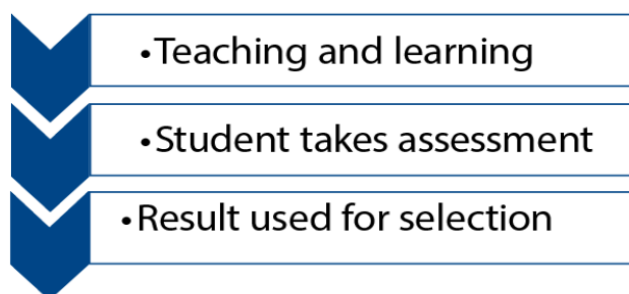
- Summative assessments in the DP should be directly aligned with the course objectives and provide diverse opportunities for students to showcase their knowledge, understanding, and skills. This entails designing assessments that effectively gauge students' progress in attaining the learning outcomes of each unit. Furthermore, these assessments should be flexible enough to enable students to demonstrate their learning through various approaches.
- Each DP course should include summative assessments as an integral component. It is imperative that students are given regular opportunities to exhibit their learning throughout the course duration. This practice allows students to monitor their progress and identify areas where they may require additional support or guidance.
- The design of summative assessments should adhere to the established DP assessment objectives and learning outcomes. Assessments should be structured to provide a fair, transparent and accurate evaluation of students' achievement, aligning with the IB's assessment expectations and practices. This ensures that our assessment practices maintain consistency and uphold the highest standards of academic rigor.
- Feedback derived from summative assessments should be utilized to inform teaching practices. Teachers should utilize the results and insights obtained from these assessments to provide timely and meaningful feedback to students. Feedback should be specific, actionable, and geared towards assisting students in enhancing their performance and achieving their full potential.
- The outcomes of summative assessments play a crucial role in determining students' final grades in the DP. Therefore, it is vital to ensure that summative assessments accurately reflect students' abilities and contribute to a reliable and objective evaluation process.
- Summative assessments are an essential component of the DP assessment system, serving to prepare students for higher education and future endeavours. By aligning our assessments with the DP's rigorous standards and providing comprehensive evaluation, we aim to equip students with the necessary skills, knowledge, and attributes to succeed beyond their time at our school.

Role of teachers in Summative assessments:
- Designing valid and reliable assessments aligned with course objectives.
- Providing clear assessment guidelines and expectations to students.

- Administering assessments under standardised conditions.
- Grading and evaluating students' work fairly and objectively.
- Analysing assessment data to gain insights into students' achievements.
- Providing constructive feedback to students on their performance.
- Encouraging student reflection to foster metacognition.
- Using assessment data to differentiate instruction and support individual needs.
- Addressing learning gaps and implementing targeted interventions.
- Using assessment results to determine final grades and report academic progress accurately.
- Upholding academic integrity during the assessment process.

These roles collectively ensure that summative assessments effectively evaluate students' learning outcomes and contribute to their overall academic growth and success.

Frequency of summative assessments
The summative assessments are spread across the period of two years to evaluate students' overall learning progress.

End of Unit or Topic Assessments: Summative assessments are often conducted at the end of each unit or major topic covered in the DP curriculum. These assessments evaluate students' understanding and mastery of the specific content and skills taught in that unit.

Semester End Examinations: We conduct semester-end examinations, which occur at the end of each semester. These exams evaluate students' progress at significant points during the two-year course.

These examinations are conducted in standard examination conditions and are graded and evaluated fairly and objectively. Internal standardisation across the subjects, with the teachers ensuring the grading process is a standard expected from all subject teachers.

Mock examinations in DP
- Mock examinations, also known as practice exams, are simulated assessments that closely resemble the format, structure and conditions of the actual DP examinations. These mock exams are designed to provide students with an opportunity to experience and prepare for the real final examinations they will face at the end of the DP.
- Mock exams should allow students to become familiar with the format, structure, timing, and expectations of the actual DP exams. This experience should help reduce anxiety and build confidence by providing students with a sense of what to expect during the official assessments.
- Mock exams should provide students with an opportunity to gauge their understanding of the subject matter and identify areas where they may need further study or improvement. By reviewing their performance in the mock

exams, it should enable students to pinpoint specific topics or skills that require additional attention before the final exams.

- Mock exams should serve as a benchmark to assess students' preparedness for the actual DP exams. They should be able to indicate how well students have mastered the content, their ability to apply knowledge, and their overall exam-taking skills. This assessment helps students and teachers identify areas that need further focus and support.
- Following the completion of mock exams, students should receive constructive feedback on their performance. Teachers should also use the insights gained from mock exams to adjust instructional approaches and provide targeted support to students.
- Mock exams should be used to standardise grading practices among teachers within the school. They should ensure consistency in assessment and maintain the integrity of the DP examination process.
- Mock exams should cover the relevant syllabus content for each subject. They should reflect the breadth and depth of knowledge expected in the DP curriculum.
- The mock exam papers should mirror the structure and format of the actual DP exams, including the distribution of marks, question types, and any specific requirements or guidelines outlined by the IB.
- Mock exams should be designed to replicate the level of difficulty and complexity expected in the actual DP exams. This ensures that students are adequately challenged and prepared for the final assessments.

Role of teachers in Mock examinations:

Designing Mock Examinations: Each subject teacher is responsible for designing mock examinations that closely resemble the format and content of the actual DP examinations for their subject. This ensures that students experience a realistic test environment.

Creating a Test Environment: Teachers, along with the examination head and programme coordinator, create a controlled and exam-like environment during the mock examinations to help students become familiar with exam conditions, such as time constraints and test protocols.

Standardising Mock Examinations: Teachers ensure that the marking and grading process is standardised and consistent for all students.

Individualised Support: Teachers offer individualised support to students based on their performance in the mock examinations. They may provide additional resources or targeted interventions to address specific learning needs.

Addressing Test Anxiety: Teachers use mock examinations as an opportunity to address test anxiety and provide guidance on effective test-taking strategies.

Motivating and Encouraging Students: Teachers offer encouragement and motivation to students throughout the mock examination process, fostering a positive learning environment.

Reflecting on Performance: Teachers engage students in reflection on their mock examination performance, encouraging metacognition and self-awareness.

By fulfilling these roles, teachers ensure that mock examinations serve as valuable learning experiences that prepare students for the challenges and expectations of the actual DP examinations. Mock examinations help students build confidence, refine their test-taking skills, and optimise their performance in the final assessments.

Mock Examinations Frequency:
In Year 2 of the IB Diploma Programme, mock examinations are conducted three times in the months of January, February, and March. These regular mock assessments provide valuable data to the school for accurate predicted grade calculations. The three mock examination sessions allow students to practice under exam-like conditions, build confidence, and gauge their progress before the final DP examinations. Additionally, the results from these mock examinations help teachers assess students' performance, identify learning gaps, and tailor instructional support to ensure students' readiness for the official assessments.

Internal Assessments (eCoursework)
Internal assessments (IAs) are an integral component of the curriculum and contribute to the final subject grades. Here's an overview of how IA submissions are typically done in our school:

- **Task Design:** Each subject in the DP has specific IA requirements, which may include written assignments, projects, research investigations, oral presentations, performances, or other forms of assessment. Teachers design and communicate the IA tasks to students, providing clear guidelines, assessment criteria, and deadlines.
- **Student Work Completion:** Students work on their IA tasks throughout the course of their DP studies, under the guidance and supervision of their subject teachers. They follow the task instructions, conduct research, collect data, analyse information, and create their final submissions.
- **Documentation and Authentication:** Students are required to document and authenticate their own work, ensuring that they follow the IB's guidelines for academic integrity. This includes acknowledging sources, using appropriate citation styles, and clearly indicating the originality and authenticity of their work.
- **Submission Deadlines:** Each subject has specific submission deadlines for IA tasks, determined by the school and communicated to students. These deadlines allow sufficient time for teachers to assess and provide feedback on the work before final submission to the IB.
- **Teacher Assessment:** Subject teachers standardise and assess the IAs based on the specific assessment criteria provided by the IB. They evaluate the quality of the work, provide formative feedback to students, and assign a provisional mark or grade according to the subject's grading scale.
- **Final Submission:** Once the IAs have been assessed, the school compiles the

final versions of the students' IA submissions, ensuring they meet all the IB's formatting and documentation requirements. The school then submits the IAs to the IB for external moderation and final grading.

11. **Effective assessment practices in the IB Diploma Programme**

Effective assessment practices at VKE are characterised by the following key elements:

- **Alignment with IB Standards:** Assessments should align with the guidelines and standards set forth by the IB, ensuring fairness, consistency, and reliability in evaluating student performance.
- **Clear Learning Objectives:** Assessments should be designed with well-defined learning objectives that align with the DP curriculum. These objectives provide a clear focus for both teachers and students and guide the assessment process.
- **Authentic and Relevant Tasks:** Effective assessments should reflect real-world contexts and challenges, allowing students to apply their knowledge and skills to authentic tasks, fostering deeper understanding.
- **Formative and Summative Assessment:** A balance between formative and summative assessment is crucial. Formative assessments support ongoing learning and provide feedback for improvement, while summative assessments gauge overall student achievement.
- **Varied Assessment Methods:** Using a variety of assessment methods, such as written exams, oral presentations, projects, and practical tasks, accommodates different learning styles and encourages student engagement.
- **Timely and Constructive Feedback:** Providing timely and constructive feedback to students allows them to understand their strengths and areas for improvement, promoting continuous growth and learning.
- **Inclusion and Differentiation:** Assessment practices should be inclusive and consider the diverse needs of all students, incorporating differentiation strategies to cater to individual learning styles and abilities.
- **Academic Integrity:** Upholding the principle of academic integrity is essential. Schools should foster a culture where academic honesty is promoted, and any form of malpractice is strictly discouraged.
- **Reflective Practices:** Teachers and students should engage in reflective practices, analysing assessment outcomes to identify areas of improvement and inform future teaching and learning strategies.
- **Student Involvement:** Involving students in the assessment process empowers them to take ownership of their learning journey, encouraging self-regulation and metacognition.
- **Data-Informed Decision Making:** Assessment data should be used to inform educational decision-making at both the individual and school levels, supporting targeted interventions and improvements.
- **Professional Development for Teachers:** Providing ongoing professional development opportunities for teachers ensures they are equipped with the necessary skills and knowledge to develop and administer effective assessments.
- **Transparency and Communication:** Clear communication about assessment

expectations, criteria, and procedures with students, parents, and all stakeholders fosters a transparent and supportive assessment environment.

By adhering to these principles of effective assessment, we create an enriched learning experience within the IB DP, nurturing students' holistic development and fostering a passion for lifelong learning.

Assessment capabilities in DP teachers and learners incorporate questions on the following:
- What is the purpose of assessment, and how can high-quality assessments that are fit for purpose be developed or selected?
- What are the key concepts or skills to assess, and what is the best way to assess those targeted skills or concepts?
- What are the inferences that can be drawn from assessments, and what level of confidence is there about the assessment outcomes?
- What makes feedback effective? How is effective feedback and feedforward shared to move learning forward?
- How can assessment principles be balanced—such as issues of construct relevance, fairness, reliability, comparability and manageability—to design meaningful assessments?
- How can assessment biases be identified and minimised? How can barriers to learning be removed to make formative assessments fair to all learners?
- How is student agency and the development of evaluative judgment in students supported using quality peer- and self-assessments?
- How can digital technology be used to facilitate or enhance assessments?
- How is a learning environment put in place and supported to enable quality assessments?
- How can assessment data be used to improve assessment practices?

12.   Planning Assessments
We prioritise the implementation of diverse assessment strategies throughout the curriculum. Our school employs a wide array of assessment strategies and tools to effectively evaluate student learning. By selecting from this range of strategies, teachers can develop assessment tasks that provide students with ample opportunities to demonstrate their achievements in alignment with inquiry questions and subject group objectives for each unit. Moreover, student learning actively involves peer and self-assessment practices.

Assessment Strategies
- **Observation**
  Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be

particularly useful when assessing some behaviours and skills.

- **Open-ended tasks**
  This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

- **Selected response**
  Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

- **Performance**
  The IB assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

  Teacher-designed performances of understanding may take the form of a composition, a research project, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).

- **Process journals**
  The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts.

- **Portfolio assessments**
  Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.
  * This list is not exhaustive.

Assessment Tasks

The assessment strategies are employed across the programmes to foster the development of appropriate and meaningful demonstrations of understanding. Tasks are tailored to align with the specific objectives of each programme and subject, encompassing a range of categories as exemplified below:

- Compositions: Musical, physical, and artistic expressions
- Creation of solutions or products in response to authentic problems
- Essays that require critical thinking and analysis
- Examinations to assess comprehensive knowledge and understanding.
- Questionnaires to gather data and insights.
- Investigations to explore and analyse phenomena.
- Research projects to delve into specific topics or issues.
- Performances showcasing acquired skills and abilities.
- Presentations, both verbal (oral or written) and graphic, utilising diverse media platforms.

These task categories provide a diverse array of opportunities for students to demonstrate their learning, catering to the unique requirements and objectives of the PYP, MYP, and DP programmes.

* This list is not exhaustive.

Appropriateness of tasks

When designing assessment tasks for each unit, it is ensured that they align with the learning objectives and outcomes specific to the subject and recommendations/requirements of IB. They should also be formed around conceptual understanding. It is not valid to assess summative work that does not address any of the subject objectives.

Assessment tasks are developed while considering the specific needs of students with learning support requirements. Additionally, students who are learning in a language other than their mother tongue are taken into account the appropriateness of the task.

By incorporating these considerations into the design of assessment tasks, we strive to create a fair and inclusive assessment environment that meets the diverse learning needs of all students across the programmes.

Creating sufficiently rigorous tasks

Teachers play a critical role in ensuring that assessment tasks encompass all achievement levels within the corresponding criteria, offering students opportunities to demonstrate their learning at various proficiency levels. Prior to designing assessment tasks, teachers are required to possess a comprehensive understanding of the implications associated with each criterion and its respective achievement levels.

13. **Task-specific clarifications**

Task-specific clarifications are designed to provide clear and specific guidance to students regarding the assessment criteria for each task. This involves adapting the language and context of the published criteria to effectively communicate the requirements of the task.

Through task-specific clarifications, we aim to ensure that students have a comprehensive understanding of what is expected of them and how their work will be assessed. This includes providing clear explanations of different levels of achievement and exemplars that demonstrate successful performance.

Task-specific clarifications may take various forms, such as adapted criteria language, oral discussions, and task documents that outline performance expectations. These clarifications serve to support students in meeting the task requirements while aligning with the assessment criteria of each respective programme.

By implementing task-specific clarifications, we promote transparency, consistency, and fairness in our assessment practices. Students are provided with clear guidance on the assessment criteria, enabling them to demonstrate their knowledge, understanding, and skills effectively.

Overall, our use of task-specific clarifications across the programmes aims to enhance student understanding, support their success in assessments, and align with the assessment expectations of each programme.

14. **Common practices in using MYP Assessment criteria**

- MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
- MYP teachers develop rigorous tasks that embrace a variety of assessment strategies to provide students with opportunities to achieve at the highest level.
- Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.
- Students are given the opportunity to appear for summative assessments.
- Assessment practices provide diverse opportunities for students to demonstrate their learning in relation to each criterion in each subject. Each criterion strand is assessed twice a year.
- Learning objectives are shared with students as part of teaching and learning practices.

MYP Assessment criteria

The prescribed MYP assessment criteria across subject groups are summarised as follows:

Subjects	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Planning	Applying skills	Reflecting	-
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-

∗   Refer to VKE MYP Criteria Handbook

Subject-specific criteria requirements for MYP

Language and Literature: Students analyse two unseen text extracts (one written text and one multimedia text), compare, and contrast them. They answer a series of short response questions and an extended response question.

Language Acquisition:
- **On-screen examination:** Students complete an on-screen examination that assesses their knowledge and understanding of the language, their ability to use the language effectively, and their ability to communicate effectively in a variety of contexts.
- **Internal oral:** Students participate in an internal oral assessment with their

teacher. The oral assessment assesses their ability to communicate effectively in the language, their understanding of the language, and their ability to use the language in a variety of contexts.

Individuals and Societies: Students are assessed on their skills in the research process (criterion B) and their knowledge and understanding of individuals and societies (criterion A).

Sciences: Students are assessed on their knowledge and understanding of science (criterion A), their investigation skills (criterion B), and their ability to apply science to real-world issues (criterion D).

Mathematics: Students are assessed on their knowledge and understanding of mathematics (criterion A), their ability to solve mathematical problems (criterion B), and their ability to communicate mathematical ideas (criterion C).

Design: Students are assessed on their ability to identify a design problem, develop a solution, and evaluate their product or solution.

Physical and health education: Students are assessed on their ability to plan and perform an aesthetic movement routine (criterion B).

Arts: Students complete a portfolio of evidence from the body of work undertaken during the unit, responding to the prescribed summative assessment tasks.

Interdisciplinary Unit: Students are assessed on their ability to integrate disciplines using the MYP interdisciplinary criteria.

15. <u>**Common practices in using DP assessment objectives**</u>

Assessment objectives are aligned with the learning outcomes and expectations of the DP. This means that students are assessed on what they are supposed to learn, and not on arbitrary or irrelevant criteria.

Assessment objectives are holistic. Students are assessed on all aspects of their learning, including their knowledge, skills, conceptual understanding, and application of the subject content. It also includes their ability to think critically, solve problems, and communicate effectively.

Assessment objectives are used to provide feedback to students and to inform teaching and learning. Teachers use the results of assessments to help students to identify their strengths and weaknesses and to make progress in their learning.

Assessment objectives are used to make decisions about student progression and encourage them to pursue the full IB diploma, and provide them with equal opportunities.

Below are some details of how DP assessment criteria are used across different subject groups:

In the **Language A and Language B** subject groups, assessment criteria are used to assess students' ability to use the language to communicate effectively in a variety of contexts. This includes their ability to read, write, speak, and listen in the language.

In the **Mathematics** subject group, assessment criteria are used to assess students' ability to use mathematical concepts and skills to solve problems. This includes their ability to reason mathematically, to communicate mathematical ideas, and to use mathematical tools and technology.

In the **Science** subject groups, assessment criteria are used to assess students' understanding of scientific concepts and principles. This includes their ability to conduct scientific investigations, to interpret scientific data, and to communicate scientific ideas.

In the **Humanities** subject groups, assessment criteria are used to assess students' understanding of historical, cultural, and philosophical ideas. This includes their ability to analyse historical sources, to interpret cultural artefacts, and to think critically about philosophical problems.

In the **Arts** subject groups, assessment criteria are used to assess students' ability to create, interpret, and evaluate works of art. This includes their ability to use art media and techniques, to understand the history and theory of art, and to communicate their own artistic ideas.

In **TOK**, assessment criteria are used to assess students' knowledge, skills, and understanding of TOK concepts. This includes their ability to apply TOK concepts to real-world problems, to think critically about knowledge.

By following these common practices, we ensure that our DP assessments are fair, reliable, and relevant.

Subject-specific criteria requirements for DP

Language A:
Students must demonstrate their knowledge and understanding of the language through a variety of tasks, such as reading, writing, speaking, and listening. They must also demonstrate their ability to use the language effectively in a variety of contexts, such as academic, social, and professional settings. In addition, students must communicate effectively in a variety of contexts, such as academic, social, and professional settings.
- **Written Examination:** Students complete a written examination that assesses their knowledge and understanding of literary texts, their ability to analyse and interpret literature, and their proficiency in written expression.

- **Oral Assessment:** Students participate in an oral examination where they demonstrate their ability to communicate effectively in the target language, engage in conversations, and deliver presentations on various topics.
- **Essay:** Students studying HL write an essay of 1200–1500-word formal essay and it is based on a literary work studied as part of the course.

Language B:
Students must demonstrate their knowledge and understanding of the language through a variety of tasks, such as reading, writing, speaking, and listening. They must also demonstrate their ability to use the language effectively in a variety of contexts, such as academic, social, and professional settings. In addition, students must communicate effectively in a variety of contexts, such as academic, social, and professional settings.

- **Written Examination:** Students undertake a written examination that evaluates their language proficiency, including their understanding of vocabulary, grammar, and comprehension skills.
- **Oral Examination:** Students participate in an oral examination where they demonstrate their ability to communicate effectively in the target language, engage in conversations, and deliver presentations on various topics.

Humanities:
Students must demonstrate their knowledge and understanding of historical, cultural, and philosophical ideas. They must also analyse historical sources and interpret cultural artefacts. In addition, students must think critically about philosophical problems.

- **Written Examination:** Students sit for a written examination that assesses their understanding of key concepts, theories, and content within the specific subject. The exam evaluates their analytical and critical thinking skills as well as their ability to present arguments coherently.
- **Internal Assessment:** Students complete an internal assessment project that allows them to demonstrate their skills in research, analysis, and presentation.

Science:
Students must demonstrate their knowledge and understanding of scientific concepts and principles. They must also conduct scientific investigations and interpret and analyse scientific data. In addition, students must communicate scientific ideas and findings clearly and effectively.

- **Written Examination:** Students take a written examination that evaluates their understanding of scientific concepts, principles, and experimental techniques. The exam assesses their analytical and problem-solving skills, as well as their ability to communicate scientific information effectively.
- **Internal Assessment:** Students complete an internal assessment project that allows them to demonstrate their skills in experimental design, data analysis, and scientific communication.

Mathematics:
Students must demonstrate their knowledge and understanding of mathematical concepts and principles. They must also apply mathematical skills and concepts to solve problems. In addition, students must communicate mathematical ideas and reasoning clearly and effectively.

Written Examination: Students undertake a written examination that assesses their mathematical knowledge, understanding, and problem-solving skills. The exam includes a range of questions requiring the application of mathematical concepts and techniques.

Internal Assessment: Students complete an internal assessment project that allows them to demonstrate their skills in mathematical modeling, problem-solving, and mathematical communication.

ARTS

Students must demonstrate their knowledge and understanding of the arts. They must also create works of art, analyse and interpret works of art, and evaluate the arts.

Visual Arts:
- **Practical Examination:** The practical examination is worth 60% of the total mark for the subject. Students must present a portfolio of their work, which should include a range of different artworks, such as paintings, drawings, sculptures, and digital artworks. The portfolio should be accompanied by a written statement that explains the student's artistic choices and the creative process behind their work.
- **Artistic Investigation:** The artistic investigation is worth 20% of the total mark for the subject. Students must choose a particular artistic topic or issue to investigate. They must conduct research, analyse artworks, and create their own artwork in response to their investigation. The artistic investigation should be presented in a written report, which should include a literature review, an analysis of artworks, and a discussion of the student's own artwork.
- **Reflection:** The reflection is worth 20% of the total mark for the subject. Students must write a reflective essay about their artistic practice. This essay should explore their own artistic development, their understanding of artistic concepts, and their reflections on the artistic process.

Music:
- **Practical Examination:** The practical examination is worth 60% of the total mark for the subject. Students must perform a solo or ensemble piece, as well as improvise or compose a piece of music. The performance must be recorded and submitted to the IB.
- **Artistic Investigation:** The artistic investigation is worth 20% of the total mark for the subject. Students must choose a particular musical topic or issue to investigate. They must conduct research, analyze musical works, and create their own musical composition in response to their investigation. The

artistic investigation should be presented in a written report, which should include a literature review, an analysis of musical works, and a discussion of the student's own composition.

- **Reflection:** The reflection is worth 20% of the total mark for the subject. Students must write a reflective essay about their musical practice. This essay should explore their own musical development, their understanding of musical concepts, and their reflections on the musical process.

Theatre:

- **Practical Examination:** The practical examination is worth 60% of the total mark for the subject. Students must perform a piece of theatre, which could be a play, a musical, or a dance piece. The performance must be recorded and submitted to the IB.
- **Artistic Investigation:** The artistic investigation is worth 20% of the total mark for the subject. Students must choose a particular theatrical topic or issue to investigate. They must conduct research, analyse theatrical works, and create their own theatrical production in response to their investigation. The artistic investigation should be presented in a written report, which should include a literature review, an analysis of theatrical works, and a discussion of the student's own production.
- **Reflection:** The reflection is worth 20% of the total mark for the subject. Students must write a reflective essay about their theatrical practice. This essay should explore their own theatrical development, their understanding of theatrical concepts, and their reflections on the theatrical process.

TOK:

Students must demonstrate their knowledge and understanding of TOK concepts. They must also apply TOK concepts to real-world problems and think critically about knowledge. In addition, students must communicate effectively about TOK ideas.

- **Essay:** Students write a 1600-word essay on a topic related to the nature of knowledge.
- **Exhibition:** Students create an exhibition that demonstrates their understanding of TOK concepts and how they relate to their own learning.

EE:

Students must demonstrate their knowledge and understanding of the subject content. They must also apply the subject content to a significant real-world issue. In addition, students must think critically about the issue and communicate effectively about the issue. A 4000-word research paper on a topic related to any of the IB subjects.

Creativity, Activity, Service (CAS):

Students participate in a range of creative, active, and service activities that demonstrate their personal development and commitment to making a positive contribution to the world.

16.   Achievement levels in MYP and DP

MYP

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

DP

Level 1: Demonstrates limited understanding of the concepts and skills of the subject.
Level 2: Demonstrates a basic understanding of the concepts and skills of the subject.
Level 3: Demonstrates a satisfactory understanding of the concepts and skills of the subject.
Level 4: Demonstrates a good understanding of the concepts and skills of the subject.
Level 5: Demonstrates a very good understanding of the concepts and skills of the subject.
Level 6: Demonstrates an excellent understanding of the concepts and skills of the subject.
Level 7: Demonstrates an outstanding understanding of the concepts and skills of the subject.

The achievement levels are utilised to assess student performance across the six DP subject groups. It is important to note that the achievement levels are not designed to be directly comparable between subjects. The level of understanding and skills represented by a particular achievement level may vary depending on the specific subject.

Furthermore, the achievement levels are not cumulative, meaning that achieving a higher level in one year does not automatically imply that the student will build on that level in subsequent years.

The achievement levels play a crucial role in the DP assessment process, providing a consistent and standardised means to evaluate student progress and achievement. They assist in ensuring that students are appropriately challenged and supported throughout their studies.

Teachers, students, and parents can benefit from the achievement levels as they

provide a clear framework to assess and track student performance. They serve as a valuable tool for monitoring progress and determining areas for further growth and development.

17. __Command terms__

Command terms and clarity of terminology are integral components of our school's assessment policy across all IB programmes. These elements guide instruction and assessment, ensuring a common understanding of performance expectations.

To support student learning, teachers emphasise the explicit explanation of command terms within the context of subject groups and interdisciplinary skill development. By introducing and reinforcing command terms, teachers provide opportunities for skill practice, ensure task comprehension, and facilitate discussions on effective approaches.

Teachers incorporate command terms when giving instructions, questioning students, posing problems, and eliciting responses. Students are expected to comprehend and respond effectively to these terms, enabling them to transfer cognitive processes and academic skills.

Maintaining clarity of terminology, particularly for students with diverse learning needs, is a crucial part of teaching and learning. Consistent application of command terms reduces confusion, empowers students to take ownership of their learning, and facilitates the transfer of cognitive processes and academic skills across subjects and future endeavours.

18. __Internal standardisation in MYP and DP__

At Victorious Kidss Educares, our assessment approach for both MYP and DP programmes ensures that teachers collaboratively establish shared standards against which they holistically evaluate each student's achievement. By aligning assessment tasks with subject expectations, this process enhances the reliability of teachers' judgments and promotes a common understanding among the educators.

MYP

For MYP assessments, we have implemented a mandatory standardisation process. After the completion of each assessment, two or more teachers from the same subject group, referred to as standardisers, conduct a thorough review of the assessment. The final review is then carried out by the senior teacher within the respective subject group, often the head of the department. The subject teacher assigns the grade and provides comments in the designated section. Additionally, the other standardisation members/examiners review the assessment papers, inputting their marks and comments accordingly.

Following this procedure, teachers collaborate with the Head of Department (HOD) and the MYP Coordinator to reach a consensus and assign an agreed grade based on professional judgment and the best-fit approach. In instances where disagreements arise, the HOD, MYP Coordinator, and Head Coordinator are involved

to facilitate a collective decision-making process. Our school diligently maintains comprehensive records of these discussions and outcomes.

Internal standardisation of assessments is also conducted for the MYP Personal Project (MYP 5) and Community Project (MYP 3). Teachers convene to establish a shared understanding of the criteria and achievement levels, ensuring consistency in evaluating these projects. This collaborative effort further enhances the reliability of teachers' judgments and promotes fairness in assessment practices. Standard templates are provided to the teachers for the standardisation of the student submissions.

DP

In the DP programme, similar internal standardisation practices are carried out for all subjects. This is also conducted for TOK (Theory of Knowledge) and EE (Extended Essay). Teachers meet to establish a common understanding of the assessment criteria and expectations for evaluating students' work. This collaborative process involves the DP Coordinator, subject teachers, and the Group heads to ensure consistency and reliability in assessing students' work.

Throughout the school year, consistent standardisation practices are implemented to promote uniformity and build common understandings regarding student achievement in relation to DP objectives and outcomes. This fosters transparency, equity, and meaningful evaluation of student progress.

Any discrepancies that may occur during this process are well documented. Teachers are encouraged to relook at the student work along with the prescribed IB assessment criteria, discuss and reach a consensus grade.

These records of standardisation not only help ensure compliance to IB processes, fair and consistent marking, but also ensure accurate grades are forecasted/predicted.

The process for internal assessment (IA) submissions and internal standardisation at VKE follows a structured and systematic approach to ensure fairness and consistency in evaluating students' work. Here's an overview of the process:

Initial IA Preparation: Teachers guide students on the requirements, criteria, and expectations for the specific IA task. Students work on their IA under the teacher's supervision, adhering to the guidelines provided.

Submission Deadline: Teachers establish a clear deadline for IA submissions. Students are informed about the deadline and the method of submission.

IA Collection and Review: Once submitted, teachers collect all IAs from their students. They review the work to ensure that it meets the required criteria and aligns with the subject-specific guidelines.

Internal Standardisation Meeting: The DP Coordinator, examination head, subject

teachers, and Group heads convene for an internal standardisation meeting. During this meeting, teachers engage in collaborative discussions, examine sample IAs, and establish a shared understanding of the assessment criteria.

Discussion and Consensus: Teachers discuss any discrepancies or variations in the assessment of IAs. They aim to reach a consensus on the application of the assessment criteria and expectations for evaluating student work.

Moderation: If necessary, teachers may conduct moderation activities, where sample IAs are reviewed by multiple teachers to validate the consistency of assessment decisions. Constructive feedback is provided to ensure the alignment of teacher judgments.

Grade Recording: After the internal standardisation process, teachers assign grades to each student's IA based on the agreed-upon assessment criteria and rubrics. These grades are recorded securely and accurately.
Record Keeping: Detailed records of the internal standardisation process, including meeting minutes, sample IA assessments, and any modifications made, are documented and maintained for reference.

By following this well-structured internal assessment and internal standardisation process, we ensure the reliability and validity of IA grades, contributing to a fair and equitable evaluation of students' academic achievements. We ensure that students get a true reflection of the marks they receive within the IB Diploma Programme. Regular teaching training sessions and a thorough, extended IB result analysis process also help us ensure the quality of the standardisation and assessment grading processes.

The Programme Coordinator, along with the examinations head, oversee the implementation of these practices and processes.

19. Common Practices for Using Programme Assessment Criteria and Determining Achievement Levels

Clear Criteria Communication: Teachers communicate the programme assessment criteria to students at the beginning of each assessment task. Clear and specific explanations of the criteria help students understand the expectations for their work.

Rubrics and Scoring Guides: Rubrics and scoring guides are provided to students, outlining the different levels of achievement for each criterion. These tools facilitate self-assessment and help students identify areas for improvement.

Consistent Feedback: Teachers provide consistent and constructive feedback to students throughout the assessment process. Feedback is linked to the specific assessment criteria, guiding students on how to enhance their performance.

Moderation Meetings: Teachers engage in moderation meetings to ensure consistent application of assessment criteria across different classes and teachers. These meetings foster shared understanding and help maintain assessment consistency.

Sample Student Work: Teachers use sample student work, anonymised, if necessary, to exemplify different levels of achievement. This helps teachers visualise the expectations and standards for each assessment criterion. And also, in accurate grading and predicting.

Multiple Assessments: Students are assessed on multiple tasks throughout the programme, providing a comprehensive view of their progress over time. This longitudinal approach allows for a more accurate determination of achievement levels.

Internal Standardisation: Teachers participate in internal standardisation meetings to align their understanding of the assessment criteria and reach consensus on grading decisions. This process enhances grading consistency.

Formative Assessment Integration: Teachers incorporate formative assessments that mirror the summative assessment criteria, enabling students to practice and receive feedback aligned with the final evaluation.
Student Reflections: Students engage in self-reflection on their own work using the assessment criteria. This helps them take ownership of their learning and understand areas where they need to grow.

Use of Assessment Data: Teachers analyse assessment data to identify trends and patterns in student performance. This data-driven approach informs instructional planning and targeted support.

Parent Communication: Teachers involve parents in the assessment process by sharing student progress, areas of strength, and areas for improvement. This collaborative approach fosters a supportive learning environment.

Professional Development: Teachers participate in ongoing professional development to deepen their understanding of the programme assessment criteria and improve their assessment practices.

By implementing these common practices, educators at VKE ensure that the programme assessment criteria are effectively used to determine achievement levels. This results in fair and reliable evaluation of student learning, supporting students' academic growth and success in the IB Diploma Programme.

20.   Determining achievement levels
At the end of a period of learning, teachers make **professional judgments** on their students' 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 ensure that this evidence comes from the performance of the student over the duration of the units taught.

When applying the assessment criteria to student performance, the teacher determines whether the first descriptor describes the performance. If the student's work exceeds the expectations of the first descriptor, the teachers determine whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student's work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their **professional judgment** in determining the descriptor that best fits the student's performance.

The descriptors, when taken together, describe a broad range of students' achievement from the lowest to the highest levels. Each descriptor represents a narrower range of students' achievement. Teachers use their professional judgment to determine whether the student's work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

- Student support: Students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work: Teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.

At VKE, we do not
- Determine grades using a proportion of scores for classwork, homework and tests
- Determine grades by averaging summative performance scores over the year
- Use a single piece of work to determine final grades.

21.   Analysis of assessment data
Teachers engage in a comprehensive analysis of assessment data to evaluate students' performance. They reflect on the outcomes of assessments, examining

students' achievements in each criterion. This analysis serves as a foundation for developing action plans aimed at improving teaching and learning strategies. By critically assessing the assessment data, teachers identify areas of strength and areas for growth, enabling them to tailor their approaches and support student progress effectively.

In the MYP, subject teachers collaborate to analyse MYP 5 IB Examination results and subject reports, carefully integrating the feedback provided. Similarly, in the DP, teachers utilise IB DP examination data to evaluate student performance in each component. This valuable feedback is incorporated into their action plans, allowing teachers to leverage it in enhancing students' performance. Additionally, the comparison of IBMYP and IBDP world scores and school scores aids in evaluating the school's action plan, ensuring alignment with international benchmarks, and fostering continuous improvement. This collaborative analysis of assessment data empowers teachers to make informed decisions and implement strategies that lead to better learning outcomes for their students.

The analysis of assessment data and the development of action plans in both the MYP and DP demonstrate the commitment of teachers to continuous improvement. By carefully examining student performance, integrating feedback, and aligning with international benchmarks, teachers strive to create optimal learning experiences and enhance student achievement. These assessment practices foster a culture of reflection and collaboration, enabling teachers to refine their approaches and provide meaningful support to students throughout their educational journeys.

22.   Aligning the school assessment model with external requirements
Our school prioritises the alignment of assessment requirements with the national/state/local education systems in both the Middle Years Programme (MYP) and Diploma Programme (DP). This alignment ensures consistency and compliance with IB practices while meeting local and national guidelines.
MYP
In the MYP, we adhere to the MYP assessment model to determine grades. We utilise MYP assessment criteria and criterion levels to accurately assess student achievement. We ensure that our assessment practices align with IB expectations and guidelines while considering local and national requirements.
DP
Similarly, in the DP, we maintain strict adherence to IB assessment practices. We rely on the DP assessment model, which includes both external examinations and internal assessments, to determine students' final grades. Our assessment practices align with the IB's grading and reporting guidelines, while also meeting local and national requirements.
By aligning our assessment practices with the IB model and ensuring compliance with local and national guidelines, we provide a comprehensive evaluation of student performance that reflects both international standards and local context.

23.   Common tools for recording students' achievement

At VKE, we record each student's progress by using these common tools:

Rubrics: Rubrics are established sets of criteria used for scoring or rating students' tests, portfolios, or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a pre-determined scale.

Benchmarks/exemplars: These are samples of students' work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.

Checklists: These are lists of information, data, attributes, or elements that should be present in tasks and assignments.

Anecdotal records: Anecdotal records are brief, written notes based on observations of students. These records need to be systematically compiled and organised.

Continuums: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the learning process.

Grade book: Teachers use the gradebook on ManageBac (LMS), where student grades of all the assessments are maintained throughout the academic year. This helps teachers make professional judgments on students' performance during the academic year.

24.   Feedback and reporting on assessments

MYP

Formative feedback: Teachers provide regular feedback to students throughout the learning process, both verbally and in writing. This feedback is used to help students identify their strengths and weaknesses, and to make progress towards their MYP learner profile attributes.

Summative feedback: Teachers provide summative feedback at the end of a unit. This feedback is used to assess students' learning and to inform future planning.

Self-reflection: Students are encouraged to reflect on their own learning and to identify areas for improvement. This can be done through individual reflection sheets, group discussions, or other activities.

Assessprep: The school has adopted the system of assessment through Assessprep for MYP 4 and MYP 5 students. Assessprep is an online assessment platform that provides criterion-based feedback and analysis of student performance. This ensures that students receive constructive feedback that helps them track their progress and improve their learning.

Assessment department: Corrected assessment papers are submitted to the assessment department. Final MYP 5 e-Portfolio coursework and personal project reports are also submitted to the assessment department to validate if all the IB requirements are met and practices are followed.

Standardisation: The assessment papers are standardised by the subject teachers, HODs, and finally, the MYP Coordinator.

Parent notification: The corrected assessment papers are sent to the parents to make them aware of the student's progress. Parents are kept informed of their child's progress through regular reports and parent-teacher conferences.

DP
Formative feedback: Teachers provide regular feedback to students throughout the learning process, both verbally and in writing. This feedback is used to help students identify their strengths and weaknesses, and to make progress towards their DP subject requirements.

Summative feedback: Teachers provide summative feedback at the end of each DP unit. This feedback is used to assess students' learning and to inform future planning.

Self-reflection: Students are encouraged to reflect on their own learning and to identify areas for improvement. This can be done through individual reflection sheets, group discussions, or other activities.

External assessment: The DP requires students to complete external assessments, the DP written examinations. These assessments are used to assess students' mastery of the DP subject requirements.

Assessment department: Corrected assessment papers are submitted to the assessment department. Final coursework submissions are also submitted to the assessment department. This helps to validate if all the IB requirements are met and practices are followed.

Standardisation: The assessment papers are standardised by all the subject teachers, including the DP Coordinator.

Parent notification: The corrected assessment papers are sent to the parents to make them aware of the student's progress. Parents are kept informed of their child's progress through regular reports and parent-teacher conferences.

Any appeals from the parents/students with respect to the grades achieved are addressed and clarified one-on-one by the subject teachers, and sometimes by the programme coordinator as well.

Reporting Student Achievement

Reporting is a means of giving Feedback for assessment. Reporting on assessment is communicating what students know, understand and can do. We use Managebac as our Learning management system to ensure the reports are shared with parents and students in a smooth way. It describes the progress of students' learning, identifies areas for growth. Official reporting at VKE is done twice in an academic year. Parents are provided with a report card with detailed feedback and progress of their child.

At VKE, we report on each student's progress through:

1. **Conferences in MYP and DP**

The purpose of conferences is the sharing of information between teachers, students, and parents. These conferences may take a formal or informal structure. Amongst others, the types of conferences that we follow are:

i. **Teacher–student**

These are designed to give students meaningful feedback so that they can reflect on their work and further refine and develop their skills. As per the requirement, the students are given feedback in order to support and encourage the students' learning and teachers' planning.

ii. **Teacher–parent(s)**

These are designed to give parents information about the students' progress, their needs, and the school's programme. Teachers take this opportunity to address parents' concerns and help them define their role in the learning process. The parents are then encouraged to take the opportunity to provide the teacher with the cultural context of the students' learning. With prior appointment, the parents can meet the home room teacher/advisor and subject teachers to discuss the progress of their child.

iii. **Student-led**

Student-led conference would involve the student, teachers, and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of learning situations. These experiences at Victorious Kidss would require:

- All students are to participate in the student-led conference once a year
- Class time to be given to collect and reflect on work.
- A reflection sheet to be completed (Student, parent and teacher)

- Content/time would vary depending on grade level.

iv. **Three-way**

Three-way conferences involve the student, parents, and teachers. Students discuss their learning and understanding with their parents and teacher, who is responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All the participants must understand the format and their roles prior to the conference. The Three-way conference is held once a year.

2. Written report

At our school, we recognise the importance of effective communication and reflection on student learning. The Written Report serves as a comprehensive document to communicate, share, and reflect on students' progress at the end of each academic semester. Here are the key aspects of our reporting practices across the programmes:

Areas of Strength and Areas of Improvement:
The Written Report provides a detailed overview of students' strengths and areas for improvement across all disciplines. It highlights the progress made by students in acquiring knowledge, understanding, skills, and attitudes, enabling parents and students to gain a comprehensive understanding of their achievements and areas where growth is needed.

1) <u>MYP-Specific Reporting:</u>

For MYP students, the Written Report includes additional elements specific to the MYP program:

Community Project Grades:
In MYP 3, the Written Report includes grades reflecting students' achievement in the Community Project. This assessment showcases students' ability to apply their learning in addressing real-world issues, fostering engagement and social responsibility.

Personal Project Grades:
In MYP 5, the Written Report incorporates grades related to the Personal Project. This assessment evaluates students' independent exploration and presentation of a self-selected topic, demonstrating their skills in research, planning, organisation, and communication.

MYP Subject assessments:
The MYP subject assessments assess students' knowledge and

understanding of the MYP subjects, including IDU.

Service as Action:
The Written Report includes a narrative overview of each student's progress in Service as Action. This overview highlights students' participation in service- learning activities, and their reflection on the impact of these activities on their own learning and development and learning outcomes.

2) DP-Specific Reporting:
Our school's DP-specific reporting aligns with the International Baccalaureate's (IB) guidelines and expectations. The Written Report for DP students includes grades for the following assessments:

Theory of Knowledge:
The Theory of Knowledge (TOK) assessment is designed to help students develop critical thinking skills and an understanding of knowledge and how it is created.

Extended Essay:
The Extended Essay (EE) is a research-based essay that allows students to explore a topic of their choice in depth.

DP Subject Examinations:
The DP subject examinations assess students' knowledge and understanding of the six DP subjects.

Creativity, Activity, Service (CAS):
The CAS Written Report includes a narrative overview of each student's progress in CAS. This overview highlights students' participation in CAS activities, their reflections on these experiences, the impact of CAS on their learning and development, and learning outcomes.

In addition to grades, the Written Report also includes a narrative overview of each student's progress in the DP programme. This overview highlights students' strengths and areas for improvement and provides suggestions for how they can continue to develop their skills and knowledge.

We believe that effective reporting is essential for supporting student learning and achievement. Our Written Reports are designed to provide parents and students with a comprehensive understanding of each student's progress in each of the programmes. We also believe that effective reporting fosters a collaborative partnership between school and home, enabling parents, students, and teachers to work together to support student success.

3. Portfolio
Portfolio is to identify students' growth and to provide a continuum for students to track their learning process and define their growth as a learner.

The portfolio is to provide data to parents, teachers, and students on students' progress in all areas of the curriculum, handling attitudes, skills, and learner profile attributes. At the students share their portfolio with parents. The portfolio consists of work samples of different subject areas, summative assessments, and students' reflection sheets from all areas of development.

4. Teacher's Assessment Folder [Anecdotal Record]

Subject teachers will maintain an assessment folder for the class. This includes ongoing assessment of all areas concerning students' overall development. This folder is kept with the teacher and is referred to when working on the written report. These are maintained on the Managebac platform, so regular discussions and review of the report are done by the group heads and Programme Coordinator along with the examination team to ensure the student performance is improved.

5. Reporting to the Governing body

Our school ensures strict adherence to the assessment requirements outlined by the International Baccalaureate (IB) organisation. We stay informed about the specific assessment guidelines and regulations set by the IB, including the conduct of IB final examinations where applicable. The achievement levels of students are determined through a comprehensive assessment process that considers their overall performance. Our experienced educators exercise professional judgment, standardisation and employ a best-fit approach to evaluate student achievements. This holistic approach considers various aspects of student learning, skills, and knowledge demonstrated throughout the programme. The implementation of assessments and achievement reports is regularly communicated to the governing body of our school. This ensures transparency and accountability in assessment practices. The governing body is provided with relevant information and updates regarding assessment processes, results, and any necessary adjustments or improvements.

25. System of monitoring Service as Action and CAS

Service is an essential requirement for MYP as a Personal Project for gaining an official IB grade. However, student involvement in service is monitored qualitatively and not quantitatively. A comment is included with the Semester Report for students in MYP 1-5, to communicate Service as Action participation. SA activities are not graded, but Service supervisors mark them as '_excellent, _on track,' or '_concerning' at the end of the academic semester.

In the DP program, students must take part in engage in CAS for at least 18 months by the end of the two-year DP course, which can be earned through a variety of activities. These activities must fall into the following three areas: Creativity, Activity, and Service. Regular CAS reviews with mandatory 3 CAS interviews, CAS Café. This helps students to organise their CAS portfolio. The school LMS also supports reviewing and guiding students with their CAS progress. At the end of each semester, a comment is included with the written

Report to communicate overall CAS participation. CAS activities are not graded, but CAS supervisors mark them as '_excellent', '_on track', or '_concerning' at the end of the academic semester.

26.   **General grade descriptors**

Grade boundary is the point at which student achievement moves from one grade to another. It is often used to indicate the lowest or highest criterion levels, totals or marks that correspond to a particular grade.

MYP Specific:

In the MYP, to arrive at a criterion level total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. The highest achievement grade for each criterion is 8.

Teachers follow the general grade descriptors and grade boundary guidelines associated with the MYP 1–7 grading scale to determine final grades in each year of the MYP.

MYP General Grade Descriptors

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates a basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates a secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes

		with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

DP General Grade Descriptors
DP Specific:

In the DP, teachers calculate achievement levels for each student by summing up the final achievement levels across all components within the subject, considering the specific grade boundaries for the subject. Subject-specific grade boundaries provide guidance in determining the achievement levels for each component within a subject. Teachers refer to the subject grade descriptors, which outline the specific expectations and standards for each level of achievement within a subject. Finally, teachers also consider the general grade descriptors, which provide a broader framework for assessing overall performance across subjects. These practices ensure a comprehensive and accurate assessment of student achievement, leading to fair and consistent determination of final grades.

Grade	Descriptor
7	Demonstrates consistently excellent performance. Consistently displays a very high level of understanding, knowledge, and skills. Thinking is highly independent and shows originality. Communicates ideas clearly and effectively, showing command of a wide range of analytical and presentational skills.
6	Demonstrates very good performance. Displays a high level of understanding, knowledge, and skills. Thinking is independent and shows evidence of originality. Communicates ideas clearly and effectively, showing command of a range of analytical and presentational skills.
5	Demonstrates good performance. Displays a sound level of understanding, knowledge, and skills. Thinking is generally independent and shows evidence of some originality. Communicates ideas clearly and effectively, showing command of a range of analytical and presentational skills.

4	Demonstrates satisfactory performance. Displays a basic level of understanding, knowledge, and skills. Thinking is generally procedural and shows little evidence of originality. Communicates ideas clearly and effectively but may lack clarity or coherence.
3	Demonstrates partially satisfactory performance. Displays some understanding, knowledge, and skills, but significant gaps are evident. Thinking is largely procedural and shows little evidence of originality. Communicates ideas with some clarity but lacks coherence and may not be fully accurate.
2	Demonstrates some understanding, knowledge, and skills, but major gaps are evident. Thinking is limited and shows little evidence of originality. Communicates ideas with limited clarity and coherence, and may be inaccurate.
1	Demonstrates very limited understanding, knowledge, and skills. Thinking is largely limited to the recall of memorised material and shows no evidence of originality. Communicates ideas with very limited clarity and coherence, and is often inaccurate.

27.   MYP e-Assessment

MYP e-Assessment 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 e-portfolios provide a balanced model of assessment for schools seeking IB-validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required e-Assessments.

e-Assessment comprises three strategies for assessing what students know and are able to do:

- **e-Portfolios** of carefully defined coursework in Arts, Design and Physical and Health Education, using a process of dynamic sampling to moderate results to a global standard.
- **On-screen examinations** (two hours in duration) for selected courses in Language and Literature, Individuals and Societies, Sciences, Mathematics and Interdisciplinary Learning. (1 hour 45 minutes for Language Acquisition)
- **Personal Project:** a student-centred and age-appropriate extended project in which students consolidate their learning throughout the programme. While other e-Assessments are optional for schools, all MYP Year 5 students must take part in the Personal Project. The personal project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

Moderation of the personal project

The official validation of personal project grades is mandatory and requires a

process of external moderation of teachers' internal assessment. The project is internally assessed by the supervisor, and then standardised with other MYP teachers, after which the work is submitted to the IBO for external moderation. The schools register all MYP Year 5 students for personal project moderation.

Common Features of on-screen examinations

On-screen examinations comprise three extended tasks and a series of stimulus materials or background resources to engage students with interesting scenarios and problems. Each task targets at least one assessment criterion, and each question is carefully written to stimulate a response that demonstrates student achievement with respect to strands within those criteria. Each examination series focuses on a specific global context and at least one task on each assessment is developed considering this global context.

Topic lists

For the purpose of external assessment, the MYP identifies a range of subject-specific topics that constitute one of the variables that authors consider when they create on-screen examinations. These topics define the examinable subject matter for MYP on-screen examinations. In the local development of the MYP curriculum, schools are not limited to these topics. For mathematics, on-screen examinations are written with the expectation that students have completed the skills framework.

28.   DP final examinations

Written Examinations:

The IB Diploma Programme (DP) consists of written examinations taken by students in May or June of their final DP year. The duration and weightage of these examinations vary by subject. Each subject has specific assessment components and a paper pattern. Grading is based on a scale of 1 to 7, with 7 being the highest achievable grade.

Internal Assessment (IA):

In addition to the written examinations, the DP also includes internal assessments carried out in various subjects. The weightage of the IA also varies depending on the subject.
Internal assessments may consist of coursework, projects, or practical work. While the IA is graded by the student's teacher, it is also moderated by the IB to ensure consistency with the organisation's standards. The IA contributes to the final grade in each subject.

Theory of Knowledge (TOK) and Extended Essay (EE):

The Theory of Knowledge (TOK) course and Extended Essay (EE) are also significant components of the DP. The TOK course evaluates students' critical thinking skills and understanding of knowledge. It is assessed through an internally marked TOK exhibition and an externally assessed TOK essay. The EE is a research project where students write a 4,000-word essay on a subject of

their choice. It is assessed externally by subject specialists.

Weightage and Calculation of Final Grades:

The weightage of the written examinations, internal assessments, TOK, and EE varies for each subject. The IB provides specific grade boundaries and guidance for each subject to ensure consistency and fairness in assessment. The final grades for each subject are calculated by combining the marks obtained in the written examinations and internal assessments according to the subject-specific weightage.

Scripts, Moderation and Sampling:

Scripts/external assessments:

DP written examinations involve students completing assessment tasks within a specific time frame. Students' responses are recorded in scripts, which are then sent for evaluation. Some specific components in different subjects, such as TOK essay, Language A HL essay, etc., are also sent to IB for external evaluation.

Moderation:

To ensure consistency across schools and countries, the IB DP coursework undergoes a moderation process. The IA and TOK exhibition, EE are moderated by a team of IB examiners, who review a sample of student work and provide feedback to the students' teachers. This feedback assists teachers in revising their students' grades, ensuring alignment with IB standards and expectations.

Sampling:

Sampling is an integral part of the moderation process. IB selects a representative sample of student scripts from each subject to review and evaluate. This sample is carefully chosen to ensure that it accurately represents the range of student performance. The grades and feedback provided by the moderation team based on the sampled scripts are used to adjust the grades of all students who took the examination in that subject. This adjustment ensures consistent and fair assessment outcomes across different schools and regions.

29.   Administering IB Examinations

MYP On-Screen Examinations

MYP on-screen examinations are conducted following a structured process to ensure fairness, security, and adherence to IB regulations. Here is an overview of how MYP on-screen examinations are conducted:

Examination Scheduling: The school establishes a schedule for the on-screen examinations, ensuring that students have sufficient time to prepare and that there are no conflicts with other assessments or events. MYP Schedule and guidelines are used to develop this schedule.

Examination Setup: The necessary technical infrastructure is put in place,

including ensuring that all required devices, software, and internet connectivity are available and functioning properly. This involves arranging computer labs or individual devices for students to use during the examinations.

MYP On-screen examinations: The IT requirements and school responsibilities document is referred to and followed for all the setups. We also prepare examination halls with suitable seating arrangements, ensuring sufficient spacing between students to prevent any form of cheating or unauthorised communication.

Examination Administration: Trained invigilators and Programme coordinator (authorised team) oversee the examination process. They ensure that students understand the instructions, maintain exam security, and handle any technical issues that may arise during the examination.

Student Authentication: Students are authenticated using their unique login credentials or other identification methods to ensure that they are authorised individuals taking the exams.

Examination Format: MYP on-screen examinations are conducted digitally, and students access the exam questions and materials through the designated online platform provided by the IB. The format may vary depending on the subject and assessment requirements, including multiple-choice questions, short responses, essays, or practical tasks. Special care is taken to ensure academic integrity, and secure storage guidelines are followed as stated in the MYP Assessment Procedures, the conduct of IB Middle Years Programme on-screen examinations and other IB relevant documents.

Support Materials: Depending on the subject and assessment, students may have access to specific support materials such as digital calculators or reference materials, as permitted by IB guidelines.

Submission and Saving Responses: Students submit their completed responses electronically through the online platform, following the instructions provided. In addition, the programme coordinator ensures that all responses are submitted to IB as per the guidelines.

Technical Support: Trained staff or technicians are available to address any technical issues that students may encounter during the examination, such as network connectivity problems or software glitches.

Examination Integrity: Strict procedures are in place to ensure the integrity of the examination process. This includes monitoring students to prevent any form of cheating, maintaining exam security, and following IB regulations regarding assessment administration.

DP Examinations

DP final examinations are conducted following a rigorous process to ensure the security, integrity, and fairness of the examinations. Here is an overview of how DP final examinations are conducted and how papers and security storage are taken care of:

Examination Scheduling: The IB provides a schedule for the DP final examinations, indicating the dates and times for each subject and paper. We ensure that students are well-informed about the schedule and any specific instructions related to the examinations. Time zone and subject timings are carefully noted.

Examination Paper Delivery: The IB securely delivers examination papers to the school prior to the examination dates. The papers are typically dispatched in sealed and tamper-evident packaging to maintain confidentiality.

Secure Storage: Schools store the examination papers in a secure and controlled environment, in a dedicated secure storage area with a locked room (Strong room). Secure storage of the confidential IB examination material booklet is followed to ensure all procedures are followed. Access to the secure storage area is strictly limited, and all keyholders are accountable to the coordinator/head of school.

Examination Administration: Trained invigilators or coordinators oversee the examination process. They ensure that students understand the instructions, follow examination regulations, and maintain exam security throughout the examination period. Only the programme coordinator is authorised to open the seal of the examination paper package in front of the students at the scheduled time.

Examination Setup: Schools prepare examination rooms or halls with suitable seating arrangements, ensuring sufficient spacing between students to prevent any form of cheating or unauthorised communication.

Student Authentication: Students are authenticated using their identification, such as ID cards or other authorised documents, to ensure that only eligible students are taking the exams.

Examination Format: DP final examinations are paper-based, and students receive physical examination booklets containing the questions and spaces for their responses. The booklets are distributed by invigilators in a controlled manner.

Support Materials: Depending on the subject and assessment, students may have access to specific support materials such as digital calculators or formula/data booklets, as permitted by IB guidelines in the Examination materials and stationery section of the Assessment procedures.

Time Limits: Each examination paper has specified time limits, and students must complete their responses within the allocated time. Invigilators strictly monitor the time and inform students when they need to start and finish their work, as stated in the Conduct of Examinations booklet.

Examination Integrity: Strict procedures are in place to ensure the integrity of the examination process. This includes actively monitoring students during the exams to prevent any form of cheating, ensuring no unauthorised materials are present, and maintaining a quiet and controlled testing environment.

Paper Collection and Security: Once the examination session is completed, the completed answer booklets are collected from the students by the invigilators. The answer booklets are then securely stored and handled according to IB guidelines until they are ready for dispatch to the IB for grading.

Dispatch to the IB: Following the examinations, the school securely packages and dispatches the completed answer booklets to the IB for grading and assessment on the same day of the examination. The IB provided specific guidelines and instructions on packaging and shipping are ensured for the confidentiality and security of the materials.

The Programme Coordinator ensures that all the guidelines stated by IB are followed for the conduct of examinations in a fair and reliable manner.

Language acquisition listening comprehension examinations:
Guidelines followed by our school to administer the Listening task of Language B in the IB DP:
Install Appropriate Unzipping Software: Schools ensure that the required unzipping software for password-protected folders is installed on devices.

Obtain IB Approval for Access Arrangements: If any candidates require access arrangements, schools seek prior approval from the IB and plan for their implementation.

Train Invigilators on Listening Examination Conduct: Invigilators are familiarised with the unique regulations of IB listening examinations, particularly regarding not stopping the audio recording during the assessment.

Prepare for Technical Failures: Additional hardware, such as spare devices, headphones, and speakers, is available in case of any technical failures during the examination. In case of a technical issue during the exam, the audio is paused, the point of interruption is noted, and devices are fixed or replaced as quickly as possible.

Trial Speaker System in Advance: If a speaker system is used in a large room/hall, schools conduct trials in advance to ensure all candidates can hear the audio clearly.

Ensure Password Security: The coordinator keeps the password secure and refrains from copying or storing it on the school network.

Store Listening Examination Securely: The listening examination is stored in a restricted network folder or on a locked external storage device accessible only to designated staff members.

Conduct Check of Audio Quality: For group delivery, audio files are checked for recording and sound quality in the examination room before candidates arrive.

Adhere to Delivery Methods: The IB permits two deployment methods: using a speaker system for a group or individual listening with headphones. Care is taken to follow the IB permitted method.

Conduct Individual Delivery Tests: For individual delivery, devices and headphones are tested in advance to ensure proper audio playback and settings.

Implement Proper Examination Room Layout: The School plans the layout of the examination room, as stated in the guidelines document.

Consider Health and Safety: Schools adhere to health and safety laws when using devices and electrical equipment during the examination.

By adhering to these guidelines, our school ensures a smooth and fair administration of the Listening task in the IB DP Language B examination, providing the best possible assessment experience for our students.

30.   Predicted grades and transcripts
MYP

In the Middle Years Programme (MYP), predicted grades are an integral part of our assessment process. To determine predicted grades, we consider a range of factors, including mock examination grades, teacher assessments, and students' academic development throughout MYP4 and MYP5. By aligning with the subject-specific grade descriptors provided by the IB, our predictions are informed and reliable. Predicted grades serve as an essential strategy to ensure consistent and fair assessment outcomes, while providing valuable information for students' admission procedures through transcripts. Through this comprehensive approach, we aim to accurately predict student performance and support their academic journey in the MYP. The school provides transcripts to the students to assist in their admission procedures.

DP

Predicted grades play a significant role in the International Baccalaureate (IB) Diploma Programme (DP) assessment process. As an evidence-based practice, they are derived from a thorough and rigorous standardisation process, ensuring fairness and consistency. Predicted grades are not solely reliant on the opinion

of any individual teacher but are calculated using a comprehensive range of assessment evidence. The teachers, utilising their subject expertise and adhering to IB assessment standards, consider various components such as internal assessments, school-based examinations, and mock exams. Through collaboration and moderation practices, we ensure that the process of predicting grades is standardised across subjects and cohorts, maintaining consistency and fairness in the estimation of student performance. Efforts are made to ensure the accuracy of the predicted grades. These are neither under-predicted nor over-predicted. It is important to note that predicted grades serve as estimations and are not guaranteed outcomes, as the final grades in the DP are determined solely based on a student's performance in the external examinations conducted by the IB. The school provides transcripts to the students to assist in their admission procedures.

The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. Special appeals are made to IB if the predicted grades fall outside the limit given by the IB for each subject, as guided in the Diploma Programme assessment appeals procedure document.

Triannual Transcript Releases

We issue transcripts three times during Year 2 to support our students' academic journey effectively. These transcripts are provided in October Year 2, January Year 2, and March Year 2, offering valuable insights into students' progress and standing. By doing so, we enable our students to make informed adjustments to their planning and study strategies, ultimately fostering their growth and success.

Additionally, these timely transcripts play a pivotal role in the university admissions process, providing universities with a comprehensive overview of our students' academic achievements and capabilities. By consistently sharing their academic progress, we aim to enhance our students' prospects and opportunities for future education and career pathways.

- Predicted grades are evidence-based and derived from a thorough standardisation process.
- They are not solely reliant on individual teachers' opinions but are based on comprehensive assessment evidence.
- Teachers consider internal assessments, school-based examinations, and mock exams to calculate predicted grades.
- Collaboration and moderation practices ensure standardised prediction processes across subjects and cohorts.
- Efforts are made to ensure accuracy, avoiding under-prediction or over-prediction.

- Predicted grades serve as estimations and are not guaranteed outcomes.
- Final grades in the DP are solely determined by a student's performance in external examinations conducted by the IB.
- Transcripts are issued three times during Year 2 (October, January, and March) to support students' academic journey and university admissions.
- Transcripts provide insights into students' progress and help them make informed adjustments to their planning and study strategies.
- Timely transcripts enhance students' prospects and opportunities for future education and career pathways.

Marks versus levels

Our assessment of marks and grades is guided by task-specific mark schemes, which are derived from the subject-group criteria of the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP). These mark schemes are carefully constructed to ensure that on-screen examinations evaluate candidates' performance across all relevant criteria and assign marks accordingly. In the DP, the award of marks is made with close reference to the subject-specific mark schemes, which are interpreted from the DP subject guides and assessment criteria. Through this meticulous process, we assess and award marks to candidates in proportion to their level of achievement demonstrated in the subject-group criteria. By following this approach, we strive to provide a fair and consistent assessment process that aligns with the guidelines set forth by the IB organisation.

31.   Result Awards

MYP

IB MYP Course Results

Students who complete MYP year 5 are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school's expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally validated by MYP e-Assessment.

IB MYP Certificate

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. 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)
- One e-Portfolio, two language and literature on-screen examinations.
- An on-screen examination in the sciences, individuals and societies or interdisciplinary subject groups in a response language that is not the same as the candidate's chosen language and literature examination subject.
- An e-Portfolio for arts, physical and health education, or design in a

response language that is not the same as the candidate's chosen language and literature examination subject.

- A personal project in a response language that is not the same as the candidate's chosen language and literature examination subject.
- The personal project

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

Bilingual IB MYP certificate

As a variant to the standard IBMYP Certificate, candidates can be eligible for a bilingual IB MYP Certificate by selecting one or more of the following discipline combinations:

- Two language and literature on-screen examinations.
- An on-screen examination in the sciences, individuals and societies or interdisciplinary subject groups in a response language that is not the same as the candidate's chosen language and literature examination subject.
- An e-Portfolio for arts, physical and health education, or design in a response language that is not the same as the candidate's chosen language and literature examination subject.
- A personal project in a response language that is not the same as the candidate's chosen language and literature examination subject.

DP
IB Diploma

The diploma (D) category is for a candidate who is completing the requirements of the diploma in the session for which they are being registered. A diploma session candidate may also register for an additional subject (or subjects) that do not contribute to the award of the diploma. Additional subjects cannot be TOK and/or CAS. The IB Diploma requires participation in the two years of the programme, with successful results from:

- Two subjects at standard level (SL) and four subjects at higher level (HL) (or) Three subjects at SL and three subjects at HL
- Extended essay and TOK
- Complete CAS activities and meet the learning outcomes
- Subject group requirements have been met

To obtain the Diploma, students must meet the additional requirements as well:

- CAS requirements have been met.
- There is no N awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- 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.

	Theory of knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Figure 1: Award of points for TOK and the EE

IB Course

Students who complete a two-year course work in their requisite subjects are eligible to receive IB course results that report their achievements in the programme.

If a candidate is a course category candidate, work done and grades awarded on a core element course—extended essay (EE), theory of knowledge (TOK) and/or creativity, activity, service (CAS)—do not count towards the award of the diploma. So, although it is possible to register course category candidates for one or more of the core elements, grades awarded for those courses cannot subsequently be combined with grades achieved for mainstream subjects to form the award of a diploma.

Sometimes, if a candidate did not qualify for the award of the diploma because certain requirements have not been met, they receive the DP Course Results.

Bilingual IB Diploma

A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria.

- Completion of two languages selected from the studies in the language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and

societies, or the sciences subject groups.

The following cannot contribute to the award of a bilingual diploma.
- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma.

IB non-regular diploma
If the entry conditions to a university or college of higher education require a candidate to offer a combination of subjects outside the scope of a regular or bilingual diploma, then the candidate may be allowed to take a reasonable substitution if they are able to present acceptable documentary evidence.

A request for a non-regular diploma will only be allowed if the entry conditions for the proposed higher education course offer no alternative. Offering a seventh subject (that does not contribute to the diploma) must have been considered. A candidate will not be allowed to make a substitution for a study in language and literature or language acquisition subject, except that two studies in language and literature subjects may be offered instead of a study in language and literature and a language acquisition subject. Documentary evidence, which can include pages from a university or college prospectus, must be submitted in all cases.

A request for a non-regular diploma must be sent to the Assessment Division, IB Global Centre, Cardiff.

32.   Enquiry upon results for IB Examinations
At VKE, we prioritise the academic growth and success of our students in the IB Diploma Programme. As part of our commitment to providing the best educational support, we guide our candidates and their parents regarding the different categories of Enquiry Upon Results (EUR) services offered by the IB. This service, provided by the IB after the release of results, allows schools to request reviews and re-evaluations of assessment outcomes.

We have established a provision that enables our candidates or their legal guardians to request EUR services through our school.

Purpose of EUR:
The purpose of the Enquiry Upon Results (EUR) process is to provide candidates with a final safeguard against errors in the marking system. It allows schools to highlight instances where they believe a mistake has been made in the assessment outcomes. The EUR process aims to investigate and, if necessary, correct any errors, ensuring fairness and accuracy in the assessment results.

Process of EUR:

- **Request Initiation:** Candidates or their legal guardians initiate the EUR process by submitting a formal request to the school's Programme Coordinator.
- **Declaration and Consent:** Before proceeding with the EUR request, explicit declaration and consent are obtained from both the candidate and their parent(s) or legal guardian(s).
- **EUR Categories:** The Programme Coordinator identifies the appropriate category for the EUR request, such as category 1 (re-mark of externally-assessed components), category 2 (copies of externally-assessed materials), or category 3 (re-moderation of internally-assessed components).
- **EUR Submission:** The Programme Coordinator compiles all necessary documentation and evidence to support the EUR request and submits it to the IB within the specified deadline.
- **IB Review and Investigation:** The IB reviews the EUR request and conducts a thorough investigation, involving senior examiners if necessary, to determine if any errors occurred during the marking or assessment processes.

Outcome of EUR:

The outcome of the EUR process is communicated to the school by the IB. If there are only minor differences in marks, it indicates that there likely haven't been any mistakes in the marking. The result of the re-mark is considered the correct mark, based on the hierarchy of examiners. In cases where changes in grades occur, it may reflect that the candidate is on the boundary between two grades, both of which are a fair representation of their performance.

Further Steps:

If the candidate or the school remains unsatisfied with the EUR outcome, they have the option to lodge a formal appeal with the IB. Appeals can be made against specific decisions and involve a review by an external panel to ensure impartiality. The IB monitors all changes to marks during the EUR process to identify any systematic issues, and if necessary, proactively addresses any underlying causes that may have affected candidates.

∗ Refer to our Grievance Policy for further guidance.

33. Access arrangements for assessments in MYP and DP

- Access arrangements for IB assessments shall comply with the IB policy.
- Any access arrangements deviating from the eligibility criteria shall require consultation with the IB, even if requested by parents/guardians.
- The school shall not authorise arrangements that do not meet the eligibility criteria, and it shall not be responsible for any outcomes resulting from non-compliance as stated by IB.
- Inclusive access arrangements may be authorised in exceptional cases,

excluding the last six months before exams by IB.

- The purpose of access arrangements is to remove barriers without granting undue advantages.
- Classroom observations differing from eligibility criteria shall be communicated to the IB with educational evidence.
- Standards shall be maintained, and access arrangements shall not give any student an advantage in assessments.
- Access arrangements are for students meeting all assessment requirements, and marks are awarded based on their work and assessment criteria.
- Exemptions shall be granted only when access arrangements and reasonable adjustments are not applicable by IB and are authorised by IB. The IB shall evaluate exemption requests on a case-by-case basis with discretion.
- All students, including those with learning challenges, shall study two languages without exemptions.
- Consistency in access arrangements is sought among students with similar requirements, considering cultural variations.
- Confidentiality of student information shall be ensured, and non-compliance with IB conditions shall result in no grade awarded for the subject.
- Communication with examiners about students' learning support requirements shall be strictly prohibited.
- All examinations shall adhere to conduct regulations, and invigilators shall have no conflict of interest or relation to the student.
- The school shall abide by the guidelines stated in the Access and Inclusion Policy of the IB.
- All requests for any access arrangements will be evaluated by the programme coordinator and shall be shared with the IB Assessment Centre for further decisions.

∗ This section should be read in conjunction with the school's Access and Inclusion Policy.

34.   **Adverse Circumstances for IB examinations**

Adverse circumstances are situations that have their onset or occurrence during the examination(s) or up to three months before the written examinations in May/November, that are beyond the control of a candidate and/or the school, that affect a candidate and have a bearing on their performance in IB assessments.

Please note that the examination refers to the 24-hour period before the start of the scheduled written examination and throughout the written examination itself.

The school shall be responsible:
- To support candidates through any difficult circumstance—offering flexibility of teaching and learning support, including counselling when required—to mitigate the impact on their education.
- To ensure that school leadership, administration, teachers, parents/legal guardians and candidates understand the principles of the Adverse Circumstances policy and the mitigation measures available under this policy.
- Where the adverse circumstance has occurred more than two weeks but less than three months before the written examination, the school will put in place mitigation measures only after authorisation of the request by the IB.
- Where the adverse circumstance has occurred within the two weeks before the examination or during the examination, and where there is insufficient time to gather the supporting documentation to submit requests to the IB, the school will put in place mitigation measures as per the guidelines stated by IB in the Adverse Circumstances policy. Post which, all requests with necessary evidence shall be submitted to the IB within 10 days after the candidate's last written examination.

∗ This section should be read in conjunction with the school's Access and Inclusion Policy.

35. **Absence from assessment**
- A student (or the parent) who knows that the student is going to be absent has the responsibility to inform the Homeroom teacher/advisor well in advance, so that suitable arrangements can be made.
- Students who miss an assessment without giving prior notification will be marked absent. This result may be amended if documentation outlining the appropriate medical reasons, circumstances reasonably beyond the control of the student, is provided at the discretion of the coordinator. To determine the achievement levels, teachers must 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.
- However, this does not apply to the IB final examinations. For all external IB examinations, guidelines as per the Adverse Circumstance Policy shall be applied. Consideration is given to both the unique situation of the candidate as well as the validity of IB assessments before taking any measures. Notifications to IB are made on time by the programme coordinator as per the principles of the policy.
- School leadership, administration, teachers, parents/legal guardians and candidates are made to understand the principles of the Adverse Circumstances policy during the interaction days.

36.   Learning Continuation requirement at VKE

At VKE, learning continuation is an essential component of the assessment process, and it is expected that learning continuation tasks align closely with the learning objectives and assessment criteria of each subject. Learning Continuation assignments are purposeful and meaningful, providing students with opportunities to practice and apply the knowledge and skills covered in class. Teachers provide timely feedback on learning continuation submissions to support student learning and growth. Additionally, students are encouraged to reflect on their progress and self-assess their understanding. Learning Continuation is differentiated to cater to students' individual needs, and teachers maintain open communication with students and parents to offer support and address any concerns. By following these practices, learning continuation becomes a valuable tool for reinforcing learning and preparing students for success in their assessments.

Nature of the learning continuation:

To ensure the effectiveness of learning continuation as a learning tool, various categories of purposeful learning continuations are assigned to students. These tasks are designed based on the learning objectives of each subject and cater to the individual needs of students, thereby promoting continuity between classroom lessons and learning continuation activities. Categories of learning continuation include worksheet-based tasks that reinforce essential skills, research-based tasks that encourage inquiry and exploration, real-life tasks that apply knowledge in practical contexts, and project work that fosters creativity and critical thinking.

Quality of Work:

Teachers play a vital role in setting learning continuation expectations, clearly outlining requirements in terms of length, quality, and presentation. It is emphasised that all students take pride in their work, presenting it with utmost care and attention to detail. It is also reminded that all academic integrity practices must be followed for their work. The quality of students' learning continuation is an important aspect of their learning journey and is reflected in the overall assessment process.

By aligning the learning continuation tasks with the assessment objectives of the IB, we ensure that students are actively engaged in their learning, promoting a deeper understanding of subject matter, and fostering the development of essential skills needed for academic success and beyond.

Role of teacher:

Teachers play a vital role in learning continuation by designing purposeful tasks aligned with learning objectives. They provide clear instructions and expectations, differentiate assignments to meet individual needs, and offer timely feedback to support student progress. Teachers encourage time management skills, foster engagement through creative approaches, and collaborate with parents to create a conducive learning environment. By monitoring completion,

assessing work, and addressing questions, teachers ensure that learning continuation becomes an effective tool for reinforcing learning, promoting responsibility, and fostering academic growth. The teacher should also guide and remind students of the academic integrity practices for learning continuation tasks.

∗ This section can be read in conjunction with VKE Homework Policy

37.   **Understanding Academic Misconduct**
Students are expected to work independently and collaborate with others depending on the nature of the tasks. They receive support from teachers and other adults, but they are ultimately responsible for their own learning. These skills are essential for success in high school and beyond.

Students need to sign an honour code for each assessment, which states that:
   a) I am aware of the school's academic honesty policy and the consequences of any academic misconduct. I pledge that I will neither give nor receive any unauthorised aid on this exam/assignment.
   b) I am aware that my assessment response will not be marked if any misconduct/ malpractice of data/information is observed during checking.
   c) I am aware that assessment feedback will not be shared with me if my answers are plagiarised.

Academic misconduct relating to written (DP 2) or on-screen examinations (MYP 5)
Academic misconduct constitutes a breach of regulations that could result in no grade being awarded in the subject concerned.

The following actions are examples of misconduct relating to written or on-screen examinations:
   • failing to obey the instructions of the coordinator/invigilator.
   • communicating with another candidate.
   • helping or receiving help from another candidate.
   • impersonating another candidate.
   • possessing unauthorised material.
   • consulting material outside the examination room during a period of absence.
   • behaving in a way that may disrupt the examination or distract other candidates.
   • leaving the examination room without permission.
   • stealing examination papers.
   • using an unauthorised calculator during an examination or using a calculator when one is not permitted for the examination paper.
   • taking unauthorised material into an examination room (such as a cell/mobile phone, written notes).
   • leaving and/or accessing unauthorised material in a bathroom/restroom

that may be visited during an examination.

- continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after the examination ends.

The school will prominently display certain instructions that need to be followed during the IB examination.

The coordinator or invigilator has the right to expel from the examination room any candidate whose behaviour deliberately interferes with the proper conduct of the examination.

Consequences of Academic Misconduct

- Academic Misconduct in internal assessment or other course component that might become a part of a student's formal IB assessment:
- Any draft submitted by students without proper referencing will not be accepted by teachers for marking, including the use of AI tools.
- All drafts of IB coursework will be checked on Turnitin by teachers to identify any possible instances of academic infringement. Students have a responsibility to correct such instances before submitting the draft for feedback or marking.
- If the subject teacher **detects academic infringement** in the **preliminary draft** submitted by the student, the subject teacher will ask the student to correct the draft, and the Programme Coordinator will be informed.
- If the subject teacher **suspects plagiarism** in the **preliminary draft**, the teacher will inform the Programme Coordinator.
- Once plagiarism is confirmed, the Programme Coordinator will decide on the appropriate course of action.
- The student may be asked to rewrite the assignment partially or fully.
- A record of such an incident will be kept.
- The Programme Coordinator may also decide to inform the student's parents of such an incident.
- If the subject/supervising teacher suspects that **the final piece** of student coursework which needs to be submitted to IB is not his/her own work. **The teacher will withhold the authentication signature on the cover sheet or on the IBIS.**
- A meeting will be held between the teacher, Programme Coordinator and Principal to investigate the case and interview the student. Their decision will be reported to the student and parents.
- **Since IB does not accept coursework which is not accompanied by the signature of the subject teacher/supervisor, the Programme Coordinator may inform the IB that a piece of work of the student will not be submitted to IB.**

- If the **coursework which has already been sent/submitted to IB** is found to be plagiarised after the dispatch/submission, the Programme Coordinator and Principal will meet with the student and the parents to inform them of further consequences.
- **If the misconduct is confirmed, then the relevant examination body (IB) will be informed by the Programme Coordinator, and the subsequent procedures of the IB will then apply.**

∗ This can be read in conjunction with VKE Academic Honesty Policy

38. <u>Use of artificial intelligence tools</u>

Key Principles for AI Usage:
- **Transparency:** Any use of AI tools in academic work must be clearly disclosed and properly referenced. This includes:
  - Citing the AI tool in the body of the text.
  - Including the AI tool in the bibliography with relevant details (e.g., name of the tool, date of access, specific prompt used).
- **Originality:** AI-generated text, images, or other content should not be presented as the student's own work. Students must demonstrate their understanding and critical thinking by processing and integrating information from AI tools into their own original analysis and arguments.
- **Ethical Considerations:** Students should consider the potential biases embedded in AI-generated content and learn to evaluate the information produced by these tools critically.

Guidance for Students
- AI tools can be helpful for conducting research, but students should always evaluate the sources provided and explore a variety of perspectives.
- While AI tools can assist with drafting and editing, students must ensure that the final work reflects their own voice and understanding.
- All sources, including AI tools, must be properly cited and referenced according to the school's preferred citation style.

Teacher's Role
Teachers play a crucial role in guiding students on the ethical use of AI tools. This includes:
- Educating students about academic integrity and responsible AI usage.
- Monitoring student work and addressing any concerns about the authenticity or originality of submissions.
- Providing feedback and support to help students develop their research, writing, and critical thinking skills.

Any instance of academic misconduct, including plagiarism, unauthorised collaboration, or misrepresentation of AI-generated content as one's own, will be addressed in accordance with the school's academic integrity policy.

The school is committed to upholding the highest standards of academic integrity and ensuring a fair and equitable assessment process for all students. This includes:

- Providing clear guidelines and expectations for academic work.
- Educating students about responsible AI usage.
- Monitoring assessments for authenticity and originality.
- Implementing consequences for academic misconduct

39. **Links to other school policies**

Academic Honesty Policy

At Victorious Kidss Educares, we promote academic honesty wherein the students are required to sign an honour pledge in all the assessment papers. All academic practices are as per the school's Academic Honesty Policy and guidelines provided by IB. Students must adhere to all the requirements of the Academic Honesty Policy while completing assignments, learning continuations, formative assessments, summative assessments, written or on-screen examinations and projects, and coursework submissions.

Inclusion Policy

School provides reasonable adjustments for assessments, which could be unique to a specific student and may include changes in the presentation of the test or method of response. All the inclusion and accessibility are considered as per the guidelines in the 'ACCESS AND INCLUSION POLICY' published by the International Baccalaureate Organisation and programme-specific material for respective written examinations and preparatory work for assessments.

Language Policy

The school offers multiple language learning opportunities. English, Hindi (host country language), and French are offered for Language and literature. Students are offered French, Hindi, English and Spanish for Language Acquisition. The placement of the candidates into appropriate courses and/or levels shall be done in conjunction with the school's language policy.

Admissions Policy

At VKE, to seek admission, any individual, irrespective of the caste, gender, creed or religion, will have to appear for the admission test/entrance exam and qualify, as per the procedure of the school. The admission committee is comprised of the Principal, Admissions Officer, Pedagogical leadership, and Academic Counsellors. If appropriate, additional members of staff will also be consulted.

Students will be required to take the placement test (for the languages offered under the language and literature course and language acquisition course at VKE) and fill out the language portrait form for appropriate language and phase selection.

∗ All these are to be read in conjunction with the respective policies.

* At VKE, the written curriculum is planned and developed in collaboration to integrate all the school policies and IB philosophy.

40. Roles and Responsibilities for Implementing, Evaluating, and Reviewing the Assessment Policy and Training New Teachers:

Programme Coordinator:
- **Implementing:** The Programme Coordinator is responsible for overseeing the implementation of the assessment policy across all IB Programme subjects. They ensure that teachers are familiar with the policy and its guidelines.
- **Evaluating:** The Programme Coordinator assesses the effectiveness of the assessment practices in line with the policy and gathers feedback from teachers, students, and parents.
- **Reviewing:** The Programme Coordinator leads the annual review of the assessment policy, considering feedback and relevant IB publications, and proposes necessary updates.
- **Continuous Learning:** They ensure that teachers have access to relevant resources and opportunities for continuous professional growth in assessment and evaluation techniques.

Subject Teachers:
- **Implementing:** Subject teachers are responsible for implementing the assessment policy in their respective subjects, aligning assessments with IB guidelines and learning outcomes.
- **Evaluating:** Subject teachers assess students' performance based on the assessment criteria and provide constructive feedback to support student progress.
- **Reviewing:** Subject teachers participate in the assessment policy review process, offering insights on its effectiveness and suggesting improvements.

School Leadership Team/ Governing Body:
- **Implementing:** The school leadership team ensures that the assessment policy is communicated to all stakeholders and is consistently followed across the school.
- **Evaluating:** The leadership team monitors the implementation of the policy and evaluates its impact on student learning and academic outcomes.
- **Reviewing:** The school leadership team actively participates in the annual policy review, providing strategic input for improvement.

Training New Teachers:
- Experienced teachers, heads of the departments, and programme coordinators are responsible for training new teachers on the assessment policy, IB guidelines, and effective assessment practices.

- **Support and Mentoring:** Trainers provide ongoing support and mentoring to new teachers to help them understand and implement the policy effectively.
- **Training Workshops:** Professional development workshops and training sessions for new teachers are arranged to help them understand the guidelines and requirements related to the assessment policy, along with the best practices of assessments.

Students:
- **Understanding the Policy:** Students are expected to familiarise themselves with the assessment policy and the assessment criteria used in their subjects.
- **Active Participation:** Students actively participate in their assessments, seeking feedback, and reflecting on their learning progress.

Parents:
- **Supportive Role:** Parents support their children in understanding and adhering to the assessment policy. They collaborate with teachers to track their child's academic progress.

* The Examination head, along with the examination team and programme coordinator, is responsible for arranging continuous training sessions/workshops for teachers to enhance their understanding and skills related to assessment practices and the assessment policy.

The collective efforts of these stakeholders ensure the successful implementation, evaluation, and continuous improvement of the assessment policy at Victorious Kidss Educares.

Review and monitoring of Assessment Policy

Assessment Policy as a Working Document
This policy is a working document and is actively linked with the other policies of the school. This policy has been made considering the latest IB documents.

Policy Review Cycle
All Policies in Victorious Kidss Educares are reviewed every year.

Composition of the Steering Committee:
The Steering Committee responsible for policy review comprises the Principal, Programme Coordinators, Head of Departments, Parent Representatives, Student Representatives, and Administrators.

Progress and Experience Sharing:
The committee meets regularly to discuss the progress of policy implementation and share past experiences related to existing policies.

Consideration of School Needs and IB Publications:
Detailed discussions are held to address the specific needs of the school and to consider the latest relevant IB publications and developments.

Proposal for Changes and Modifications:
Based on the discussions, the committee proposes changes and modifications to the existing policies.

Inclusive Feedback Gathering:
The proposed changes and modifications are then shared with all teachers, staff, and parents (if applicable). Their valuable feedback is sought and taken into consideration during the policy review process.

Finalisation and Approval:
After incorporating relevant feedback, the policies are concluded and sent to the Vice-President and the Head of the School for approval.

Final Approval and Implementation:
Once the Vice-President and the Head of the School approve the policies, they are finalised and implemented throughout the school. And are communicated to the school community.

Periodic Review:
Policies are reviewed annually to ensure they remain relevant and effective in supporting the school's objectives and meeting the needs of the learning community.

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Annexures
Annexure 1- Some of the Formative Assessment Tools for the Classroom
Suggested Techniques to Check for Understanding

Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Web or Concept Map	Any of several forms of graphical organisers which allow learners to perceive relationships between concepts through diagramming keywords representing those concepts. http://www.graphic.org/concept.html
3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet, and they must select a word starting with that letter that is related to the topic being studied.
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Take and Pass	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to the next paper, continue until they get their paper back, then group debriefs.
Socratic Seminar	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.
Newspaper Headline	Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.
Flipgrid	Flipgrid is a video discussion platform that allows students to respond to questions, topics, and reflect using video. Students can also respond to each other, leave comments, and more.
Kahoot!	Kahoot is a game-based learning and trivia platform that allows you to create very engaging quizzes for your classroom. Kahoot is super fun and addictive. You can create your own Kahoots or choose from their library of games. Play live Kahoots, in groups, issue challenges, or assign as a learning continuation.
Padlet	Padlet is a super-easy way to create an online bulletin board that allows teachers and students to share and collaborate. What's great about Padlet is that it offers so much flexibility! It works on any device, and you can share just about any type of information–text, links, upload files, photos, videos, just about any kind of response.

Annexure 2- Internal Standardisation form for coursework submissions

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Internal Standardization Form for IB submissions

Academic session:

Student's Name:

Candidate code:

Subject:

Subject Teacher:

Criteria	Criterion wise total marks	Standardizer 1	Standardizer 2	Standardizer 3	Agreed marks

Grand Total:

Any discrepancies in marking- Process of common understanding-

Comments-

Declaration -

I have checked the student's work thoroughly with the subject specific as well as IB requirements. I have checked the academic integrity requirements as well.

Sign-1-

2-

3-

Annexure 3 – Candidate consent form for DP and MYP

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ib Diploma Programme

Academic Session - May 2023

Candidate consent

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student's IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students allowing the upload of eCoursework on the student's behalf.

Below is a consent that students need to sign to permit your school to upload eCoursework.

The IB relies on legitimate interest when processing coursework of candidates to carry out its educational mandate. For additional information about the use of personal data and privacy for eCoursework, please refer to the eC3 Privacy Supplement. For additional terms and conditions applicable to eCoursework, please make reference to the T&Cs on IBIS, specifically the "Additional terms for eCoursework".

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature………………………………………………………………………………………..

Print name……………………………………………………………………………….

Date……………………………………….

Annexure 4 - Candidate authentication form for MYP

MYP Authentication Form - May 2023

Candidate session number	
Candidate name	
School name	
Examination session (May or November)		Year	
Subject	

The following section must be signed and dated by hand, digital signatures will not be accepted.

Candidate's Declaration

This declaration must be signed by the candidate.

The work I am submitting is my own (apart from guidance allowed by the International Baccalaureate).

I have referenced each use of the ideas, works and words of another person or source material.

This is the final version.

Candidate's signature: _____ Date: _____

Teacher's / Supervisor's Declaration

This declaration must be signed by the teacher/supervisor.

I have marked the final version of the work.

To the best of my knowledge, this is the authentic work of the candidate.

Teacher's / Supervisor's signature: _____ Date: _____

Annexure 5- EUR declaration form for Category 1 (remark)

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MAY 2023 ENQUIRY UPON RESULTS PARENT DECLARATION FORM

Name of the candidate	
Candidate session number	
Subjects chosen for re-mark	

Category: Re-mark:

This is a re-mark of externally assessed on-screen examinations (alternate task assessment) for an individual candidate. A candidate's grade may be **lowered or raised** as a consequence of this re-marking process. Hence the parent and the candidate must rethink the consequence of this request and make an informed decision and confirmation with the school.

The IB reserves the right not to allow a re-mark in any situation where doing so would undermine the integrity of the assessment system.

Important:

The fee for this service (per subject) is : **##### INR**

Returning results documentation:

If an enquiry upon results category results in one or more changes of grade for a candidate after the documentation of the results (IB MYP certificate or IB MYP course results) or (IB Diploma or IB Course) has been sent to the school, new results documentation will be sent. The candidate and parent are responsible to submit the old documentation back to the coordinator.

Declaration:
- I acknowledge that the final grade may increase, decrease, or stay the same as a result of the review.
- I acknowledge that the outcome of the enquiry is the final decision and appeals against the outcome of an enquiry will not be accepted.
- I agree to pay the fee for this service as defined in this document.
- I have given consent to my school to submit the enquiry upon the results request on my behalf.

Name and Signature of the Parent:

Date:

* A similar is made for different EUR category requests, stating the applicable conditions and guidelines/rules.

Annexure 6- Academic Misconduct Record

Student's Name	
Registration Number	
First/second/subsequent offence	

Subject	
Name of Subject teacher	
Type of assignment	
Date assignment submitted	
Date of misconduct detected	
Nature of Academic Misconduct (attach evidence)	

Narrative comments	
Penalty imposed	

Subject Teacher (Name & Sign): _____ **Date:** _____

Dept. HOD (Name & Sign): _____

Programme Coordinator (Name &Sign): _____

Student (Name & Sign): _____

Annexure 7- Student consent form for conduct of examinations for DP and MYP

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Academic Session May 2024

CONSENT FORM FOR CANDIDATES

I have attended the IBDP examination orientation session and understood the guidelines for taking the examinations. I agree with the below-given points:

- I am fully familiarized with filling the exam details on the cover sheet and have practiced the same in school.
- I have a copy of the IBDP examination timetable and know where and when each exam is scheduled.
- I also have copies of the Timetable *with reporting time, conduct of the examinations: items not permitted, conduct of the examinations: notice to candidates, information for candidates and Language acquisition conduct.*
- I will carry a pen and pencil in the examination room. I will also carry an extra pencil and pen.
- I will not carry refreshment drinks (except water in a clear bottle), smartwatch, electronic dictionary, mobile, calculator, food, I-pad, notes, books or guides in the examination room.
- I will not communicate with any other candidate(s)/ teachers during the hours of the examination.
- I will not borrow anything from other candidate(s) during the hours of the examination.
- I will report to the school at the said reporting time.
- I am aware that I will not be permitted to enter the examination room after the examination has started.
- I am aware that my seat number will be allocated daily.
- I will raise a hand sign if I experience any problem and/or require assistance from the invigilator during the examination.
- **I will not disclose or discuss the content of any Examination with any person outside my immediate school community within 24 hours of an examination ending.**
- **I will keep the question papers in the examination room while leaving.**
- I will leave the examination room in a quiet and orderly manner.
- I am aware of the items that are allowed and prohibited in the examination room.
- I am aware that if I do not carry my school identification card, I will not be allowed to enter the examination room.

- I am aware that I should not bring excess baggage/unnecessary possessions into the examination room (e.g., bags and rucksacks) to minimise the risk of contamination.
- I am aware that I will be permitted toilet breaks (accompanied by an invigilator/attendant whilst maintaining the appropriate distance)
- I am aware that if I practice any academic misconduct, action will be taken as per the IB regulations.
- I am also aware that I am responsible for submitting the paper on time, and for checking the order of the booklets.

By signing this form, I give consent to follow the above guidelines:

_____   _____

Student's name   **Student's Signature**

** PLEASE RETURN THIS FORM TO THE SCHOOL **

MYP Candidate consent

<div align="center">

Academic Year 2023-24
CONSENT FORM FOR CANDIDATES

</div>

I have attended the E-Assessment orientation session and understood the guidelines for taking the E-assessments. I agree with the below given points:

- I am fully familiarized with the on- screen examination software and have practiced the same in school.

- I have a copy of MYP -5 on the screen examination timetable and know where and when each exam is scheduled.

- I also have copies of *Conduct of the on-screen examinations: items not permitted*, *Conduct of the on-screen examinations: notice to candidates*, and *on-screen exams: information for candidates.*

- I will carry a pen and / or pencil to the examination room.

- I will not carry refreshment drinks (except water in a clear bottle), smart watch, analog watch, electronic dictionary, mobile, calculator, food, I-pad, notes, books or guides in the examination room.

- I will not communicate with any other candidate(s) during the hours of the examination.

- I will not borrow anything from other candidate(s) during the hours of the examination.

- I will report to the school at the said reporting time.

- I am aware that I will not be permitted to enter the examination room after the examination has started.

- I will raise my hand if I experience any problem and/or require any assistance from the invigilator during the examination.

- I will leave the examination room in a quiet and orderly manner.

- I am aware of the items that are allowed and prohibited in the examination room.

- I am aware that if I do not carry my **school identification card**, I will not be allowed to enter the examination room.

- I am aware that in case I practice any academic misconduct, the action would be taken as per the IB regulations.

By signing this form, I give consent to follow the above guidelines:

_____   _____

Student's name   **Student's Signature**

** PLEASE RETURN THIS FORM TO THE SCHOOL **

Annexure 8- Parent consent form for conduct of examinations

DP:

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Academic Session May 2024

CONSENT FORM FOR PARENTS

My child has attended the DP Examination orientation session and understood the guidelines for taking the exam. I am aware of and in agreement with the points below given:

- My child is fully familiarized with filling the exam details on the cover sheet and has practiced the same in school.
- My child has a copy of the IBDP examination timetable and knows where and when each exam is scheduled.
- My child has received the copies of *Timetable with reporting time, conduct of the examinations: items not permitted, conduct of the examinations: notice to candidates, and information for candidates.*
- My child is aware of the items that are allowed and prohibited in the examination room.
- My child is aware that if he/ she does not carry the **school identification card**, he/she will not be allowed to enter the examination room.
- It is my responsibility that my child reaches the school on the said reporting time mentioned in the copy of the Timetable shared with me before the examination.
- I will reinforce that my child is aware of not raising any questions or communicating with any other candidate(s)/teachers during the hours of the examination.
- I am also aware that '**late entry**' will not be permitted and that my child will be marked as '**absent**' for that day of the examination.
- In case of any medical emergency, it is mandatory to inform the school authority formally along with authentic medical documents and recommendations from the doctor.
- My child will be safely examined every day to ensure no unauthorized materials are carried inside the examination hall. I authorize my consent for the same.
- I am aware that if my child is found practicing any academic misconduct, appropriate action will be taken as per the IB regulations. This may lead to the candidate not being allowed for the rest of the examination for the current academic year-May 2023.

NOTE:
All the above guidelines/protocols are made as per the IBDP code of Conduct given by IB, and in no case shall be altered or any exceptions are made. Any unavoidable circumstances/emergencies must be informed well in advance to the DP Coordinator.

By signing this form, I give consent that I am completely aware of the above guidelines.

Name of the Candidate: _____

_____   _____
            Parent's name   **Parent's Signature**

** PLEASE RETURN THIS FORM TO THE SCHOOL **

MYP

Academic Year 2023-24

CONSENT FORM FOR PARENTS

My child has attended the e-Assessment orientation session and understood the guidelines for taking the e-Assessments. I am aware of and in agreement with the points below given:

- My child is fully familiarized with the on-screen examination software and has practiced the same in school.
- My child has a copy of the MYP -5 on-screen examination timetable and knows where and when each exam is scheduled.
- My child has received copies of *the Timetable with reporting time, conduct of the on-screen examinations: items not permitted and Conduct of the on-screen examinations: notice to candidates.*
- My child is aware of the items that are allowed and prohibited in the examination room.
- My child is aware that if he/ she does not carry the **school identification card**, he/she will not be allowed to enter the examination room.
- My child is aware that he/ she should not fidget with shortcut keys during the examination and restricted windows.
- It is my responsibility that my child reaches the school on the said reporting time mentioned in the copy of the Timetable shared with me before the examination.
- I am also aware that '**late entry'** will not be permitted and that my child will be marked as '**absent'** for that day of the examination.
- In case of any medical emergency, it is mandatory to inform the school authority formally along with authentic medical documents and recommendations from the doctor.
- My child will be safely examined every day to ensure no unauthorized materials are carried inside the examination hall. I authorize my consent for the same.
- I am aware that if my child is found practicing any academic misconduct, appropriate action will be taken as per the IB regulations. This may lead to the candidate not being allowed for the rest of the examination for the current academic year-May 2024.

NOTE:

All the above guidelines/protocols are made as per the E-Assessment code of Conduct given by IB, and in no case shall be altered or any exceptions are made. Any unavoidable circumstances/emergencies must be informed well in advance to the MYP Coordinator.

By signing this form, I give consent that I am completely aware of the above guidelines.

Name of the Candidate   **Parent's name Parent's Signature**

** PLEASE RETURN THIS FORM TO THE SCHOOL **
The document must be signed and dated by hand, digital signatures will not be accepted.

Annexure 9- Invigilators' consent form for conduct of examinations (DP and MYP)

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IB-DP May 2023 EXAMINATIONS

CONSENT FORM FOR INVIGILATORS

Dear Invigilators,

Please carefully read and sign this consent form, indicating your agreement to the following terms and conditions:

1. I acknowledge that I have reviewed the IB-DP timetable and have familiarized myself with the date, time, and location of each exam. As a result, I confirm that I will not request any time off during the examination period. In case of an emergency, I understand that I am responsible for providing legal documentation to the appropriate authorities.
2. I confirm that I will be present in the school before **1 hour** of the start time of examination in morning session.
3. I understand that it is my responsibility to be aware of my duties before, during, and after the examination.
4. I understand that the IB-DP examination is a formal examination and that I must maintain the highest level of professionalism and confidentiality throughout the examination.
5. I understand that I must follow all instructions provided by the IB-DP examination coordinator, including the instructions related to the administration of the examination, the use of electronic devices, and the handling of exam materials.
6. I understand that any breach of confidentiality or misconduct during the examination may result in disciplinary action, including the invalidation of the candidate's exam results and potential legal action.
7. I understand that I may be required to complete a background check prior to serving as an invigilator.
8. The main duties of an invigilator are to:
    8.1. Ensure that candidates do not engage in academic misconduct; this should include moving around the examination room at regular intervals.
    8.2. Ensure that candidates do not distract other candidates in any way
    8.3. Respond to candidates' queries about the conduct of the examination and provide them with appropriate assistance
    8.4. Accompany a candidate who has to leave the examination room temporarily, if required
    8.5. Ensure that candidates remain supervised at all times
    8.6. Collecting rough/scratch paper from candidates at the end of the examination

8.7. Keeping a log of any technical issues and call for assistance, if required

8.8. Removing any unauthorized materials from candidates before an examination begins

8.9. Reading the Invigilator's instructions to candidates before commencement of an examination and subsequently instruct candidates to begin an examination

8.10. Completing an attendance register

8.11. Dismissing candidates at the appropriate time

> *It is vital that invigilators give their undivided attention to monitoring candidates during an examination.*

We would like to thank you for agreeing to be an invigilator for the International Baccalaureate diploma examination. Your contribution is essential to ensure the integrity and fairness of the exam process.

By signing below, I confirm that I have read and understood the terms and conditions of this consent form, and I agree to comply with them fully.

_____   _____
Invigilator's Name   **Invigilator's Signature**

_____
Date

MYP

<div align="center">

Academic Year 2023-24

CONSENT FORM FOR INVIGILATORS

</div>

I have attended the E-Assessment orientation session and understood the guidelines outlined for invigilators. I agree to have thoroughly understood the following points:

- I am fully familiarized with the on- screen exam software and have received a copy of the on-screen examination user guide, The conduct of IB Middle Years Programme on-screen examinations.

- I am aware of the MYP 1 to 4 on screen assessment timetable and know where and when each of the exams is scheduled.

- I will report to the examination room **15 minutes** prior to the commencement of the examination.

- I am aware about the code of conduct of the MYP on-screen examinations.

- The main duties of an invigilator are:

  1. To conduct the examination as per the code of the conduct of IB e-assessment guidelines.
  2. Ensure that candidates do not engage in academic misconduct; this includes moving around the examination room and monitoring screens at regular intervals.
  3. Ensure that no candidate does not distract other candidates in any way.
  4. If required, accompany a candidate who has to leave the examination room temporarily.
  5. Ensure that candidates remain supervised at all times.
  6. Ensure that the Programme Coordinator is informed about the issues or errors, if observed, at the earliest.
  7. Ensure that help is made available to the students in case of any system error.
  8. Ensure that the students do not carry any unauthorized items to the examination room. A proper check is done before entering the examination room.
  9. Ensure that all students make proper submissions of their papers online. Any error in this regard will be informed to the coordinator before taking any action.

  By signing this form, I give my consent to follow the above guidelines.

  _____   _____

  Invigilator's Name   **Invigilator's Signature**