

SUNSHINE WORLDWIDE SCHOOL GOA.

ASSESSMENT POLICY DOCUMENT

Date of the Assessment Policy formation:

15 April, 2021.

Policy Review Timeline

April 2022

April 2023

April 2024 as per program review cycle.

April 2025, will be revisited.

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 learners across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2014)

SWS Mission Statement:

Sunshine Worldwide School (SWS) is dedicated to delivering top-tier education that nurtures academic prowess, fosters intercultural comprehension, and enhances language proficiency. Embracing the International Baccalaureate, our language policy is designed to nurture the varied linguistic requirements of our learners, create an all-inclusive environment where every child feels safe to speak in their mother tongue, champion multilingualism, and guarantee fair access to the curriculum for all learners.

SWS Vision Statement:

Sunshine Worldwide School is dedicated to providing education that is both relevant to life and imbued with values, aimed at preparing children to adapt creatively to future challenges. Our goal is to cultivate a new generation of global and compassionate achievers, whose skills contribute to a world that is unconditionally happy and respectful of nature and diversity.

Purpose of the Assessment Policy at Sunshine Worldwide School:

The purpose of assessment policy is to offer a constructive and encouraging tool that aids learners in enhancing their learning, assists educators in refining their teaching methods, and enhances the effectiveness of the educational program. It also furnishes insights into learners' progress to parents, administrators, School Management, PTA, and Educators.

The primary purpose of the Assessment Policy is to help keep in check the following requirements:

- Staff need regular access to assessment data to make informed decisions.
- Identify successful strategies and areas requiring improvement to support learner learning.
- Assess learners' strengths, weaknesses, and evolving needs promptly.
- Evaluate the effectiveness of the learning program in fostering learner achievement.
- Maintain open communication channels between parents and the school to ensure parental input.

SCHOOL ASSESSMENT PHILOSOPHY:

Sunshine Worldwide School prides itself on being an international-minded institution, dedicated to instilling in learners a broad global outlook while fostering strong ties to their local communities. We actively engage families and community members in the educational journey of our learners, offering numerous avenues for collaboration.

Central to our educational philosophy is a focus on holistic development, ensuring that each child's intellectual, emotional, and social needs are nurtured comprehensively. We deeply value the unique talents and capabilities of every child, recognizing the diversity within our community.

Our faculty members are unwaveringly devoted to enhancing the academic achievements of each learner. Through the implementation of innovative instructional methods grounded in sound educational principles, we strive to optimize learning outcomes and foster a culture of excellence.

Sunshine Worldwide School is an institution distinguished for its commitment to fostering holistic development among learners from nursery to grade 12. Within our educational framework, assessment plays a pivotal role, seamlessly interwoven into the fabric of teaching and learning. It serves as a conduit for educators and learners alike, facilitating the invaluable exchange of feedback essential for continual growth.

Embracing inclusivity as a cornerstone principle, Sunshine Worldwide School endeavours to address the unique needs of every learner. To this end, we have meticulously crafted a comprehensive assessment policy that harmonizes with the esteemed philosophies and requirements of both the International Baccalaureate (IB) and the Central Board of Secondary Education (CBSE).

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

OBJECTIVES OF THE ASSESSMENT POLICY:

Our objective is to meet the requirements outlined in the PYP, Middle Years, and IBCP, as specified in the IB documents.

Assessments are carefully devised at the onset of each unit, establishing evident connections between assessment tasks and all elements of the instructional plan (including the central idea, lines of inquiry, and key concepts), as well as educator and learner inquiries, learning, and engagements.

Effective assessment for learners encompasses:

- Comprehensive consideration of the five essential components: knowledge, concepts, skills, attitudes, and action, along with the learner profile.
- Active engagement of learners within the learning journey, encouraging reflection and showcasing their comprehension.
- Recognition of learners' proficiencies and showcasing of mastery and expertise.
- Thorough analysis of student learning processes to identify areas for improvement.
- Integration of learners in the creation of assessment tools and activities, such as rubrics.
- Encouragement of learners to embrace responsibility in their learning endeavours and strive for excellence when faced with challenges.

Effective assessment for educators involves:

- Recognizing the importance of being familiar with the school's assessment policy and being able to establish suitable assessment standards.
- Employing diverse methods and instruments such as pre and post-assessment activities, ongoing assessments, and final evaluations to gauge learners' knowledge and comprehension.
- Incorporating peer and self-assessment when relevant.
- Addressing the varying needs of individual learners.
- Supporting Student learning and development while catering to their specific educational requirements.

Efficient Assessment for stakeholders addresses:

- Adherence to the benchmarks established by the IBO.
- Confirming that teaching goals align with desired learning results.
- Employing assessment as a gauge to evaluate the efficiency of curriculum implementation.
- Cultivating a collaborative environment among educators and learners committed to achieving high standards.

The assessment practices are designed to achieve several objectives for age groups ranging from 3 to 17 years:

- Maintain a balance between **Formative** and **Summative** assessments by providing a diverse range of tasks to challenge all intelligences and interests.
- Encourage **peer** and **self-assessment**, fostering meaningful reflection. Self-assessment enables learners to evaluate their own performance, promoting self-directed inquiry and responsibility for improvement.
- Empower learners to take **ownership** of their learning and increase motivation to develop competence in advanced concepts.
- Provide opportunities for **peer assessment**, encouraging learners to engage with assessment criteria and broaden their perspectives through evaluating others' work.
- Seamlessly integrate assessment with planning, teaching, and learning processes.
- Utilize a constructivist approach to scaffold assessment of prior knowledge.
- Offer feedback and reporting to stakeholders to enable correction, remediation, and improvement.
- Promote differentiated opportunities for learners to demonstrate and gain proficiency.
- Ensure alignment with formal Grade Level Expectations at national and local levels, facilitating smooth transitions to other curricula if necessary.
- Inform stakeholders, including educators, learners, and parents, about assessment practices and systems.
- Employ a variety of assessment strategies and tools to triangulate learners' developing skills.
- Engage learners' higher faculties in co-constructing authentic assessments, such as creating rubrics together with educators.
- Emphasize the importance of Health and Physical Fitness by reporting learners' proficiency in sports and physical activities.
- Recognize and assess the role of Art, Drama, Dance, and Music in enriching the personality development of Sunshine Learners, underscoring the importance of holistic education.

PLAGIARISM:

In accordance with the school's 'Academic Integrity Policy from where necessary information would be extracted as and when required ,' academic dishonesty is defined as follows:

i) Academic dishonesty, collusion, duplication, misconduct, copying, or paraphrasing:
If a learner is found to have engaged in any of these practices, they will be required to resubmit or redo the assignment or assessment. Additionally, the educator will notify the parents, and the incident will be documented in the learners' KYC file.

ii) Second offense:

If a learner commits academic dishonesty for a second time, their work will not be accepted for assessment. The CP coordinator or Head of School will inform the parents, and the incident will be recorded in the school's records.

iii) Repeat offenses:

In the event of repeated academic dishonesty, the learners may be recommended for withdrawal from the school.

Reference: Academic integrity in the context of IB education (August 2014, updated November 2016)

ASSESSMENT PRACTICES:

When educators have insight into their learners' abilities and knowledge, their teaching becomes more effective. Consequently, assessment can occur at various points: before teaching units (pre-assessment), during units (formative assessment), and at the conclusion (summative assessment). Learners should participate in self-assessment and set personal targets, which can motivate them as they strive to achieve these goals. Instead of solely relying on end-of-course exams, educators focus on ongoing, integrated assessment within the curriculum, allowing learners to showcase their abilities to the fullest.

The IB learner profile should be evident both in classroom interactions and throughout the school environment. While educators may provide feedback through informal observation, formal assessment is primarily driven by learner self-assessment. At the end of each term, learners should reflect on their progress regarding specific aspects of the profile, with the nature of this reflection tailored to age groups and language proficiency.

In the international baccalaureate syllabuses, essential learning outcomes are outlined at the outset of each chapter. These outcomes delineate the expected achievements for learners within the realm of knowledge and understanding of the subject, as well as encompassing cognitive, personal, and academic domains.

Pre-Assessment

Before commencing new learning endeavours, educators will evaluate learners' existing knowledge and background in a suitable manner.

Formative Assessment:

Various methods will be utilized consistently throughout the teaching and learning process to conduct ongoing assessment, aimed at informing both educators and learners about the progress of learning. The main objective of formative assessment is to furnish detailed feedback to both learners and educators regarding the knowledge, skills, and understanding learners are expected to acquire, rather than simply gauging their level of achievement. The insights gleaned from formative assessment serve to nurture learner capabilities and foster their success. The emphasis lies on identifying what knowledge and skills learners should acquire, rather than solely assessing their current level of attainment. Formative assessment is a continual process seamlessly integrated into everyday instruction. It encompasses structured or spontaneous observations, oral assessments, pre-tests, formal and informal interviews or

discussions, learner self-reflections, ongoing class projects, and various forms of short-answer testing. Formative assessment should be pitched at an appropriate level of challenge and adapted as learners' progress.

Documentation of learning evidence is maintained either within the mark centre or in separate records, enabling educators, learners, and parents to evaluate student progress and make any necessary adjustments. Learners are encouraged to take an active role in assessing their own learning progress, with opportunities provided for self-evaluation and peer assessment. Educators offer ongoing descriptive feedback to learners, aimed at providing them with insights into both their strengths and areas for improvement. Typically, formative assessments are not utilized to determine grade levels.

Summative Assessment:

A summative assessment is conducted at the conclusion of a teaching and learning phase, with careful pre-planning. It aims to allow learners to showcase their learning in real-world scenarios and apply their knowledge innovatively. Such assessments serve multiple purposes, including evaluating learner achievements, certifying their competencies, and steering curriculum enhancements.

These assessments are typically administered at the conclusion of a teaching unit or concept to assess mastery of covered skills and knowledge. They serve as a snapshot of student learning against predetermined criteria communicated beforehand. Summative assessments are periodically administered and contribute to the grading process. Examples include semester examinations, final research reports, and practical lab submissions.

Summative assessments can assume various forms, such as tests, exams, lab reports, essays, presentations, or projects.

ASSESSMENT FOR PYP:

Assessment constitutes an ongoing procedure of collecting, analyzing, pondering, and responding to indications of learner progress to refine teaching strategies.

- Assessment necessitates a collaborative effort between educators and learners to observe, record, gauge, communicate, and adapt learning strategies.
- Learners play an active role in evaluating and contemplating their progress, integrating feedback from peers and instructors to guide future learning endeavours.
- Cultivating an environment conducive to assessment involves nurturing assessment proficiency among all members of the educational community.
- Educational objectives and criteria for success are jointly developed and clearly conveyed.
- Both the outcomes of learning and the learning process itself are evaluated.
- Assessment design takes into account both retrospective analysis and prospective planning.

There are four essential objectives of assessment between Nursery to Class 6:

- 1. Assessing Progress:** The primary goal is to evaluate how well learners are advancing towards predefined learning objectives and criteria for success. This involves daily activities, observations, and reflections to gauge their development.
- 2. Recording or Documenting Evidence:** This step involves gathering evidence of learning, whether it's through data collection or analysis, to create a comprehensive record.
- 3. Reporting or Communicating Progress:** Sharing information and insights about a learner's progress with relevant stakeholders is crucial. This ensures transparency and fosters collaboration between educators, parents, and other involved parties.
- 4. Monitoring and Reflecting on the Assessment Cycle:** Continuously assessing the effectiveness and validity of the assessment process is important. This involves reflecting on improvements and making necessary adjustments to enhance the assessment cycle's efficiency and accuracy.

Key Characteristics of Effective Assessment (Adapted from Clarke 2012)

- 1. Authenticity:** Effective assessment fosters connections to real-world contexts, enhancing learner engagement.
- 2. Clarity and specificity:** It articulates clear learning objectives, success criteria, and the learning process, promoting focused learning.
- 3. Variety:** It employs a diverse array of assessment tools and strategies tailored to the context, ensuring a comprehensive understanding of student learning.
- 4. Developmental focus:** It emphasizes individual student progress rather than comparative performance, fostering growth and improvement.
- 5. Collaboration:** Both educators and learners actively participate in assessment development and evaluation, promoting a shared understanding of learning goals.
- 6. Interactivity:** Assessment involves ongoing dialogues about learning progress, facilitating continuous improvement.
- 7. Feedback for future learning:** It provides constructive feedback on current learning to inform future learning needs, enhancing learner motivation and engagement.

The Primary Years Programme (PYP) approach to assessment empowers learners and involves educators in designing assessments that align with learning objectives. PYP assessment practices seamlessly integrate assessment for, of, and as learning to support effective teaching and learning (Harlen Johnson 2014)

Collaborative Goal Setting and Success Criteria Development:

In co-constructing learning goals and success criteria, learners and educators collaboratively establish and refine learning objectives to guide the learning journey. This personalized approach connects new learning with prior knowledge and facilitates ongoing progress monitoring.

Personalized learning goals in PYP schools promote transparency, shared understanding, and ownership of learning among learners, educators, and families. Success criteria, jointly developed by learners and educators, delineate the standards of quality and achievement. These criteria support focused feedback, reflection, and self-assessment, enabling continuous improvement and enhancing the learning experience.

Recording: How do we collect and analyse the data:

Every month, we update our class-level rubric book, which encompasses various parameters across all subject areas. This rubric book assists educators in preparing report cards and determining remedial measures based on the data contained within.

Assessment strategies employed include:

- Observations: All learners are observed for their individual and group behaviour, skills, and actions taken.
- Selected Responses: Learners respond to tasks such as quizzes, summative assessments, timelines, solo performances, and oral presentations.
- Open-Ended Tasks: Learners respond to questions with multiple forms of answers, including various forms of writing, speaking, drawing, enacting, poems, songs, etc.
- Performance-Based Tasks: Tasks that require learners to express their understanding of concepts through role plays, presentations, demonstrations, research work, art, and illustrations.
- Process-Focused Tasks: Continuous observation of learners, with observations recorded in various forms to collect evidence of learning, such as through narrative descriptions.

Tools utilized for assessment include:

- Rubrics: Pre-defined sets of criteria for rating learners in all areas, with descriptors guiding assessors on what characteristics to look for and how to rate work on a predetermined scale.
- Checklists: Lists of expected information, data, and elements in a given task.

- Exemplars: Samples of learners' work selected as benchmarks against which other samples are judged.
- Anecdotal Records: Brief descriptions of learners' tasks.
- Continuums: Visual representations showing the progression of a child's learning over time or identifying where a learner is in a process.

Reporting: How do we choose to communicate information about assessment?

When deciding how to convey information about assessments, there are numerous platforms available. Here's a breakdown of each:

- Progress Report: This report comprises subject-specific anecdotal records provided by individual educators, derived from their observations of each learner within their subject. It encompasses the IB learner profiles, approaches to learning, conceptual understanding, knowledge, and actions taken by the learner. The report highlights areas for improvement as well as the learners' strengths. It is uploaded to the ERP twice a year and a hard copy is distributed at the end of the year. Different criteria or rubrics are used for all subjects, including co-curricular activities.
- Learning Support (LS): The Learning Support department reports on learners' progress according to the requirements of their curriculum.
- English as a Second Language (ESL): Learners categorized under ESL will be assessed on language proficiency and other subjects, with tasks tailored to their individual needs.
- Exhibition: The exhibition serves as a culmination of the end of the PYP journey. It is based on one of the six Transdisciplinary themes, and learners are expected to demonstrate their understanding of the essential elements of PYP through the exhibition process.
- MLV (Making Learning Visible): MLV allows learners to showcase their comprehension of all elements of PYP and the inquiry cycle for a unit of inquiry.
- Learner-Led Conference: During this event, learners present their work and learning process to parents through their portfolios.
- Task File: This file contains all of the learner's work across all subject areas for the month. It is sent home once a month for parents to review.
- Portfolio: The portfolio includes a minimum of six tasks selected by learners and educators, accompanied by reflections stating the reasons for selecting each task. It also includes subject-specific tasks for English, Hindi, and Math. Portfolios are shared with parents once a year during Learner-Led Conferences or Exhibitions.

- One-to-One Meeting: Twice per term, a meeting between parents and educators is scheduled to discuss the child's progress.

Monitoring and Reflection:

In the assessment cycle, monitoring serves as a meta-task wherein the connection between learning objectives and completed tasks is regularly examined. Additionally, learners reflect on the tasks they've completed and critically analyze if they feel differently after undergoing an experience.

We consciously promote and monitor learners who demonstrate agency, showing a self-motivated call to action, thereby enhancing their competency. Learners encounter various situations where they have the freedom to volunteer and showcase agency. Within the rubric book, we pinpoint notable instances where a learner has demonstrated agency by actively embodying the Learner Profile, such as showing care by assisting a visually impaired individual in crossing the street.

ASSESSMENT FOR MIDDLE YEARS:

Assessment Policy Overview for Middle Years:

We specifically outline the framework for assessing, evaluating, and reporting on classes 7 through 12. As learners engage in meaningful learning, it is crucial that assessment serves the following purposes:

- Collecting and interpreting evidence that reflects the proficiency of learners.
- Establishing benchmarks for the level of demonstrated competency in learning.
- Evaluating the effectiveness of techniques employed to achieve learner outcomes.
- Engaging in multi-dimensional and objective assessments to gauge understanding of key concepts by learners.
- Implementing appropriate actions or interventions to enhance learner learning.
- Fostering the development of deep knowledge, transferable skills, and a positive attitude towards learning.
- Reporting on learner progress without bias.

Assessment is an ongoing dialogue involving all stakeholders – Parents, Learners, Management, and Educators. The authenticity of assessment hinges on both validity and reliability:

- **Validity:** Ensuring that assessment tasks and criteria effectively measure the attainment of intended learning outcomes.
- **Reliability:** Ensuring that assessment tasks maintain consistent and transparent processes in setting, marking, grading, and moderation.

It is essential for each child to learn, comprehend, and apply what they have covered during the term. Our assessment objective isn't solely to test the learner's ability to recall information continuously. Instead, we aim to offer diagnostic feedback through assessments, enabling learners to experience conceptual understanding and apply knowledge. Assessment serves as a tool to inform educators and learners about areas requiring remediation or where mastery/competency has been achieved. Time-bound tasks in assessments are extended gradually to enhance skills and endurance, preparing learners for board examinations in Classes 10 and 12.

In this section of the school, much of the assessment is tied to the skills and proficiencies outlined in a prescribed syllabus, which the learner is responsible for mastering. While the Inquiry Process in the primary school section initially fosters a learner-centric approach to learning, it gradually shifts towards a more exam-oriented focus. However, at Sunshine, we strive to strike a balance by promoting activity-based teaching in the classroom and assigning one Inquiry Project per class each year. Learners from Classes 7 to 12 enthusiastically engage with the collaborative and research-oriented nature of these projects. The CBSE board has also recommended certain projects, activities, and practical tasks, which are formally assessed alongside parameters for Health and Physical Education.

The aim is not to test mere recall ability but to encourage revision, practice, and review through various methods outlined in the CBSE CCE manual for different subjects. Additionally, worksheets should be provided containing a variety of questions covering different cognitive levels, such as understanding, logical reasoning, analysis, problem-solving, and application. Remediation should be tailored to individual needs rather than following a one-size-fits-all approach, as learners may make different errors or struggle with different concepts. Every child should have the opportunity to progress and achieve 100% competency in each topic or subject.

Preparation for written and other assessments should involve a range of activities and worksheets to practice, summarize through mind maps, and revise concepts based on that practice. The entire term's syllabus should be divided into manageable sections and revised, practiced, and reviewed within 50-minute periods over three or four days to cover all topics. Purposeful and planned revision is crucial for effective learning.

Sunshine Worldwide School believes in assessment in learning. Exams and any sort of assessment need not determine a child's future. Every child is uniquely capable of learning in different ways. Therefore, an assessment of learning that entails pen and paper tests is not enough. We ought to go beyond to fully enable children to unlock their potential.

Assessment of Learning	Assessment for learning	Assessment as Learning	Assessment in Learning.
<ul style="list-style-type: none"> Teacher designs learning. Teacher collects evidence. Teacher judges what has been learnt (and what has not been learnt) 	<ul style="list-style-type: none"> Teacher designs learning. Teacher designs an assessment with feedback to the student. Teacher judges what has been learnt (student develops insight into what has not) 	<ul style="list-style-type: none"> Teacher and student co-construct learning. Teacher and student co-construct assessment. Teacher and student co-construct learning progress map. Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feedback, allowing students to adjust, rethink and re-learn. 	<ul style="list-style-type: none"> Student as the centre of learning. Student monitors, assess and reflect on learning. Student initiates demonstration of learning (to self and others). Teacher as coach and mentor

note - At SWS, we are already at level 2 (Assessment for learning) and our goal is to move from level 2 to level 4 (Assessment in learning).

The Assessment Cycle for Classes 7 to 12 includes the following steps:

- Sharing the written curriculum and its division between both terms by March 1st each year through a document called the *Syllabus*.
- Sharing the dates for the Periodic Tests and the Pre-Board exams with the wider community by the first day of the new academic year.
- Communicating any changes in the format of marks distribution between various types of mandatory assessed activities before Progression Tests No. 1 by June 5th each year, as per information received from the CBSE. These changes from the Board are to be shared with parents during the June Evening Tea Meetings for the classes.
- Explaining and committing during the May Capacity Building Week, the assessments that would be carried out beyond pen and paper “exams” to meet the expectations within classes 7-12, including:
 - Subject Enrichment Activities.
 - Multi-Level Assessments.
 - Portfolio or Notebook Work, etc.
 - Inquiry Project.
 - Field Trips

- Selecting and committing to subjects most likely to attract learners in the new academic year. This decision is based on feedback from learners before they start their board exams.
- Reviewing practices in terms of Class 7 non-exam taking classes and the marks distribution for all classes except 10 and 12 by the Assessment Committee during March.
- Integrating assessment criteria as enumerated in the CBSE affiliation Bye-laws regarding school attendance, minimum passing marks, and Children with Special Needs (CWSN) into senior school assessment plans.
- Promotion Policy and Assessments: Our Assessment Policy is responsible for maintaining our promotion policy. Sunshine Worldwide School uses varied assessment tools to measure readiness for learners to progress to the next class. Our aim is to ensure each learner can progress up to Class 8 without a need for holding back. In class 9 and 11, we reserve the right to insist on a child repeating the grade based on assessment feedback.

As an inclusive school, we cater to learners with a wide range of proficiencies, influenced by their previous educational experiences, specific learning needs, and English language skills. Our Sunshine Smile team assesses each learner's performance and provides necessary accommodations to ensure their competence as they progress to class 10, adhering to the assessment guidelines for special learners set by CBSE. However, for learners in class 11 and 12, there are no specific assessment guidelines provided by CBSE. In such cases, only certificates issued by the Rehabilitation Council of India (RCI) will be considered acceptable for requests related to subject changes, exam conditions, and other assessment accommodations.

In terms of assessment, we consider class 7 as a transitional year for learners, and therefore, they do not undergo the traditional exam-based assessment cycle. Instead, we conduct formal assessments during three designated months in each term: June, July, and August. These assessments include three types: Writing Skills Review Worksheets (administered as pen and paper assignments), Subject Enrichment Activities, and Notebook Assignments. Points are allocated for each component, with 15 points for Writing Skills, 30 for Subject Enrichment, and 15 for Notebook Assignments.

The Writing Skills Review Worksheets are administered during the fourth week of the month, with parents receiving them over the last weekend for completion within three days. These time-bound worksheets serve as a means of continuous and comprehensive evaluation, mitigating the stress associated with traditional three-hour examinations. Additionally, educators conduct Term End Exit Level interactions with each learner to assess their understanding of key concepts. This interaction takes various forms, such as oral viva voce sessions, paired presentations, or applied math calculations, aimed at identifying any gaps in understanding.

The Term End Exit Level outcomes and rubrics for all subjects are documented on a single sheet, which is passed on from educator to educator and eventually stored in the learner's

KYC file. At the end of the year, the Term End Exit Level assessments are reviewed, and strategies to address any identified gaps are devised, which may include remediation classes, parental involvement, or external support.

Class 7		
Written Work	Subject Enrichment Act	Notebook Assignments
<p>REVISION & PRACTICE worksheet given at end of each chapter. This revision worksheet will be stuck in the notebook.</p> <p>3 REVIEW WORKSHEETS are given which are 50 minutes long and have multi-chapter concepts. Exact date not declared.</p> <p>Term 1: April, July & Sept Term 2: Nov, Jan, March</p> <p>ASSET practice paper can be treated as a REVIEW worksheet for the month.</p> <p>Each REVIEW worksheet is scored on 5 points. Only written feedback is put on the sheet. Sent home for parents to sign and corrections ensured in the notebook.</p>	<p>6 Assessed activities</p> <p>a. 3 Group Works</p> <p>b. 3 Individual</p> <p>Learners will avail of the best 5 activities.</p> <p>Each activity is worth 6 points.</p> <p>Grp size cannot exceed 3. For role plays, 6 from 2 groups can operate simultaneously.</p> <p>3rd language will have 4 activities done from which best 3 will be picked (each worth 10 marks)</p>	<p>Notebook etc assessed by month for 5 points</p> <p>Term 1: April, July & Sept Term 2: Nov, Jan, March</p>
15 points	30 points	15 points

Totals= 60 points per term. Same for Term 2. Final report treats both terms as separate entities. 60 points is scaled up to 100.

- In both Class 8 and 9, the assessment and reporting pattern remains consistent. There are four types of exams conducted throughout the academic year. PT 1 and PT 3 are each 1.5 hours long and are worth 40 marks. PT 2 and PT 4, on the other hand, are 3 hours in duration and carry 80 marks each. For the final grade calculation in Term 1, 80% of the grade is based on PT 2, while PT 1 contributes 10%, notebooks 5%, and Subject Enrichment Activities 5%. This same assessment structure is repeated in Term 2.

- For Class 10, in Term 1, we follow the same procedure as outlined earlier. However, for Term 2, we calculate the subject score by averaging the scores of PT2 and pre-boards, then scale it on a 10-point scale. Additionally, we incorporate 5 marks for notebooks and 5 marks for subject enrichment activities. This combined score out of 20 serves as the internal assessment, which is subsequently uploaded to the CBSE portal. The remaining 80% of the marks are determined by the external examination.
- For Class 12, in Term 1, we report the PT1 score on the Progress Report but do not include it in the half-yearly grade calculation. Instead, learners receive Internal Assessment marks based on the same criteria used in the final examinations. This approach ensures the accuracy of grades by predicting future performance.
- For learners in classes 9 and 10, internal assessment will be conducted throughout the academic year, irrespective of Term I and II. This assessment will encompass three periodic tests, learner enrichment activities, portfolio submissions, practical work, as well as speaking and listening exercises/projects.
- Similarly, for learners in classes 11 and 12, internal assessment will also occur throughout the year, regardless of Term I and II. This assessment will comprise end-of-topic or unit tests, exploratory activities, practical work, and projects.
- Schools will be responsible for compiling a comprehensive learner profile documenting all assessments conducted throughout the year. Additionally, they are required to maintain evidence of these assessments in digital format.
- As part of our school's commitment to promoting vocational and skill-based subjects, all learners in Class 9 are required to choose a "6th" subject. The options include Front Office Management, Food Production, Retail, Introduction to Financial Markets, and Artificial Intelligence. The 6th subject is reported separately on the report card due to its unique activities and weighting patterns. Please see Appendix A for the sheet attached to this document.
- **Assessment and Inclusivity:** SWS fully supports the necessity of providing tailored adjustments for learners with special needs. These needs encompass both mental and physical challenges faced by learners and aim to create a level playing field for all to demonstrate their proficiency. Our adjustments in the curriculum and assessment conditions for such learners adhere to CBSE rules. Learners with identified Specific Learning Disabilities (SLDs) may opt for the alternative subject Home Science instead of Mathematics. Others may choose Elements of Business in place of either the 2nd language or Social Science. Learners in this group do not have a 6th subject, as the assessment dates in the final board examination may clash with their accommodation subject. These learners can avail assessment privileges such as subject changes, additional time, and using scribes only upon certification by a Rehabilitation Council of India approved specialist.
- **Practicing the Bloom's Taxonomy into the school Assessment pattern:** Bloom's Taxonomy is a hierarchical framework used to classify educational learning objectives into levels of complexity and specificity. Its purpose is to help educators create effective learning experiences by providing a structured approach to setting learning goals, designing curriculum, and assessing student progress. Originally developed by Benjamin Bloom in 1956, the taxonomy categorizes educational objectives into six levels, arranged in ascending order of complexity:

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Involves recalling facts, terms, basic concepts, or answers.	Requires explaining ideas or concepts, interpreting information, or summarizing content.	Involves using acquired knowledge and skills in new situations or contexts.	Requires breaking down information into parts, understanding relationships between components, or organizing ideas.	Involves making judgments or assessments based on criteria and standards.	Requires generating new ideas, designs, or products, or reorganizing elements into a new pattern or structure.

ASSESSMENT FOR THE IB CP PROGRAMME:

Assessment within the IBCP Programme adheres strictly to the guidelines and practices set forth by the IBO. At the outset of each academic year, the school will unveil an assessment schedule detailing the tasks slated for completion throughout the year.

Evaluation of learners' performance will be conducted through a diverse array of assessment instruments, encompassing moderated formal examinations, project assignments, class engagement, collaborative exercises, presentations, quizzes, and more.

Moderation of internal assessments will be conducted in accordance with standardized rubrics tailored to the assessment objectives across various subjects.

In the Career-related Programme, assessment aims to bolster curricular objectives and foster appropriate student learning, while also informing teaching methodologies through feedback provided to learners on these assessments.

Sunshine Worldwide School is a candidate institution for the CP, and as such, is dedicated to formulating assessment policies and procedures that harmonize with the requirements of the programme.

GRADING SYSTEM FOR THE CAREER RELATED STUDY :

The career-oriented curriculum involves 720 hours of supervised learning. Each distinct module features unique assessment criteria, evaluated internally by the school and externally by WACP, an accredited provider of career-related study services.

Assessment of the Career Related Study modules is divided into two components:

1. Ongoing internal evaluation
2. External appraisal

Sunshine Worldwide School offers the following Career Related Studies:

1. Food Production
2. Hospitality

The evaluation of Career-related Studies (CRS) is overseen by the school and moderated by the CRS accreditation provider (WACP). CRS examinations occur twice a year, just prior to the Diploma Programme (DP) exams. WACP conducts annual assessments of the CRS examinations, granting learners either a diploma or advanced diploma based on their year of study.

Assessment serves as a tool for both educators and learners to track progress toward learning objectives and can be executed through various methods. The WACP CRS employs ongoing, continuous assessment alongside summative evaluation, with learners receiving certification only upon successful completion of assignments and assessments.

Continuous assessment affords facilitators insight into the depth of learners' comprehension of theoretical concepts. Learners encounter diverse assessment methodologies, such as written exams, assignments, portfolios, projects, reports, oral presentations (individual or group), and practical skills assessments.

Assessments are categorized into Formative Assessments, which include assignments, projects, and case studies (comprising 40% of the total marks), and Summative Assessments (60% of the total marks). They serve to showcase learners' ability to integrate classroom learning with real-world business management scenarios.

Summative assessments occur at the end of each academic year (Year 1 & Year 2) and undergo external moderation by WACP. Formative assessment identifies misconceptions, challenges, and learning gaps, guiding interventions to address these issues and empowering learners to take ownership of their learning journey.

In contrast, summative assessments appraise learner learning and proficiency upon subject completion, with formal grading.

To satisfactorily fulfil the CRS, the following criteria must be met:

- Attain a minimum score of 41% or higher in each course's end-of-year evaluations.
- Submit internship portfolios, comprising written assignments and reflections.

- Fulfil the requirement of submitting the Capstone Project.
- Ensure no penalties have been incurred for academic misconduct.
- Participate in and complete any additional submissions, workshops, or masterclasses recommended within the course.

ASSESSMENT FOR IB CP CORE:

Sunshine Worldwide School is dedicated to familiarizing its faculty with the four essential elements of the International Baccalaureate Career-related Programme (IBCP) and the prerequisites for effectively fulfilling these components.

SWS is dedicated to promoting adherence among educators to the assessment standards for the Personal and Professional Skills Course, Language Development, and Service Learning as outlined by WACP.

Personal and Professional Skills:

In the International Baccalaureate Career-related Programme (IBCP) core curriculum, a total of 90 hours are dedicated to the development of Personal and Professional Skills (PPS). These sessions are designed to equip learners with essential competencies necessary for their future endeavours.

Each PPS course is tailored to the specific context of our school, encompassing various aspects such as interpersonal communication, self-management, critical thinking, and research abilities. It is expected that learners consistently demonstrate these skills across all facets of their academic and personal pursuits.

The evaluation of PPS proficiency is integrated into the overall assessment framework of the IB Career-related Programme, emphasizing both formative and summative evaluation methods. Educators are encouraged to employ interactive approaches to gauge learners' understanding and address any areas of improvement effectively.

Mastery of PPS learning outcomes is expected to be demonstrated through a diverse range of activities, ensuring that evidence of each outcome is present. Oversight of learner achievement in PPS is jointly managed by the PPS coordinator and Learning Development (LD) faculty, who establish overarching requirements for learner progress in this domain.

Regular updates on learners' PPS progress will be communicated to parents and learners during Parent-Educator Meetings (PTMs) and through the school's online learning platform.

Furthermore, the status of PPS completion for each learner will be reported to the IB via the IB Information System (IBIS) at the conclusion of the Career-related Programme. Learners

and parents will receive ongoing updates regarding their PPS performance through various channels, including individual or group discussions within the school (Personal and Professional Skills Guide (For use from August 2016)).

Language Development:

Language Development comprises 50 hours within the IBCP core curriculum. The evaluation for language development is determined by the school and may encompass collaborative assessments (such as role-playing, Moot Court, theatre, music, interaction clubs etc.) or individual evaluations (like written exams, essay composition, storytelling, etc.). CP coordinators, alongside the language development instructor/supervisor, must ensure that learners engage with a language that complements the linguistic demands of their DP courses. Sunshine Worldwide School is dedicated to familiarizing learners with Language Development requirements, necessitating them to construct and maintain their language portfolio, ensuring its relevance, depth, reflectiveness, and comprehensiveness, and reporting on Language Development status towards the conclusion of CP via IBIS, indicating whether learners have satisfactorily fulfilled all LD requirements. This evaluation is not conducted by the IB but could be subject to sample review during CP assessment. Progress in language development is evaluated through the advancement of the language portfolio or with the assistance of online applications like Duolingo, which automatically monitor progress. Language Development is pertinent to all five components of Personal and Professional skills and will evolve uniquely according to the faculty of PPS.

Service Learning:

Service Learning comprises a mandatory 50-hour commitment from learners, dedicated to genuine, real-world service learning initiatives. SWS ensures that learners adhere to the service learning process, which, when executed effectively, stimulates learners' inquiry. Learners:

- Explore an area of interest that often sparks questions and curiosity, typically unveiling genuine needs.
- Equip themselves by delving deeper into knowledge to enhance understanding.
- Take action based on identified needs.
- Reflect on their actions throughout the process.
- Showcase their understandings and achievements to an audience.

At SWS, we guarantee that learners acquire familiarity with a dependable yet adaptable framework, empowering them to confidently tackle various situations in their lives.

Learners are expected to fulfill and document these hours through distinct stages and record their experiences in the service learning portfolio. The service learning experience encompasses five essential components: exploration, preparation, execution, introspection, and presentation.

The learner's voice plays a crucial role in the evaluation and self-assessment process. The school reports to the IB regarding each learner's satisfactory completion of service learning.

Reflective Project:

The Reflective Project forms an integral part of the 50-hour core curriculum of the International Baccalaureate Career-related Programme (IBCP). Oversight of the Reflective Project will be carried out collaboratively by the coordinator, PPS educator, and respective CRS instructor, who will ensure internal assessment and alignment with the IB's criteria A to E. Subsequently, a selection of Reflective Projects will be submitted to the IB through IBIS for moderation to confirm the school's grading accuracy.

It is recognized that any learner receiving an E grade for the Reflective Project will not be eligible for the Career-related Programme Certificate by the International Baccalaureate. Our school is dedicated to providing learners with orientation on the criteria-based assessment framework and rubric prescribed by the IB for evaluating the Reflective Project.

Upon completion of the Reflective Project, learners are required to submit either a 3000-word essay or a combination of a 1500-2000-word essay accompanied by an alternative format such as a film, oral presentation, interview, play, or display. Acceptable alternative formats include:

- Short film (7 minutes) or a written film script (700 words).
- A spoken presentation (7 minutes, recorded audio/video) or a written script (700 words).
- An interview (7 minutes, recorded audio/video) or a written script (700 words).
- A play (7 minutes, recorded audio/video) or a written script (700 words).
- A display (a storyboard or photo essay comprising up to 15 annotated images, totaling 700 words).

Learners will be evaluated based on two aspects of the project: their approach to completing the Reflective Project (the process) and the resulting outcome of that process (the product). The Reflective Project is assessed across five distinct criteria aimed at fostering independent inquiry and encouraging learners to demonstrate initiative.

DP COURSE COMPONENT OF IBCP:

SWS is committed to enrolling learners for at least 2/3 of their Diploma Programme (DP) subjects, ensuring alignment with their chosen Career Related Studies (CRS) pathway.

Learners will fulfill the DP subject requirements as delineated in the respective DP subject guides, excluding the DP core.

There is flexibility for learners to select multiple courses from the same DP subject group, whether at the Higher Level (HL) or Standard Level (SL). SWS will strategically opt for the following DP subjects corresponding to each CRS course:

1. Business Management
2. Food Production and Hospitality Management.

FORMAL IB ASSESSMENT:

Internal Assessment: Internal evaluations are obligatory reviews carried out during the concluding year of the IB Diploma curriculum. These assessments are evaluated by the classroom instructor employing the criteria outlined by IB. The scores from internal evaluations are forwarded to IB for moderation to ensure uniformity in internal assessment scores globally. Instances of such evaluations encompass, though are not restricted to, verbal presentations, scientific laboratory analyses, mathematical portfolios, and other substantial projects. Internal evaluations can function both as classroom tasks that augment learners' school grades and as assignments that contribute to the learners' IB score in that subject.

External Assessment: External assessments within the IB Diploma programme are compulsory evaluations conducted in the concluding year. These assessments, distinct from those graded by educators, encompass IB exams held during the May examination period and essays dispatched directly to IB assessors for appraisal. It's imperative to underscore that learners are obligated to partake in the IB examinations on the designated examination date. All external evaluations are executed in accordance with the guidelines stipulated in the Handbook of Procedures for the Diploma programme.

AWARDING OF THE IBCP CORE: Educators will be urged to formulate their own evaluation standards for all foundational elements of the IBCP, except for the reflective project, tailoring them to the specific context, learner, and course.

Learners should demonstrate their ultimate proofs through directed coursework, employing diverse formats aligned with the IBCP core's demands. The assessment method should be diverse, and instructors should guarantee that learners fully understand the anticipated outcomes, ensuring that the assessment of their accomplishments is just, dependable, uniform, genuine, and impartial.

At SWS, we adhere to the subsequent grading system for the three essential CP core subjects: PPS, LD, and SL.

Criterion	Percentage	Grades
Exemplary	90-100	A

Proficient	75-89	B
Developing	55-74	C
Emerging	40-54	D
Needs Improvement	Below 40	N

At SWS, learners who attain a grade of D or higher in CP core LD, SL, and PPS will be deemed as having fulfilled requirements. The CP Coordinator will revise completion statuses for all learners on My IB.

The grading rubric for the Reflective Project is as follows:

Outlined below are the criteria utilized for evaluating the reflective project.

Criterion	Aspects of Reflective Project Assessed	Marks Available
A: Focus and method	<ul style="list-style-type: none"> ■ Ethical dilemma and issue. ■ Research Question ■ Methodology 	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> ■ Context ■ Local or Global example. ■ Alternative perspective and perceptions of dilemma. 	9 marks
C: Critical Thinking	<ul style="list-style-type: none"> ■ Research ■ Analysis ■ Discussion and Evaluation 	12 marks
D: Communication	<ul style="list-style-type: none"> ■ Structure ■ Layout 	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> ■ Process ■ Engagement ■ Research Focus 	6 marks

Total Marks		36 marks
-------------	--	----------

ACCUMULATIVE REPORTING PROCESS OF LEARNER PERFORMANCE:

In the context of DP subjects, the school adheres to the grading system of the International Baccalaureate, ranging from 1 (low) to 7 (high). The score for accomplishments mirrors the degree of scholastic proficiency, while the score for diligence mirrors the degree of dedication.

Achievement Grades (1 - 7)	Effort Grades (A - E)
7: Excellent	A: Excellent
6: Very good	B: Good
5: Good	C: Satisfactory
4: Satisfactory	D: Not adequate
3: Just below satisfactory	E: Need assistance
2: Not adequate 1: No achievement	

Final (reported) grade descriptions are as follows:

Grade 7: (Excellent)

Demonstrates an exceptional grasp of the requisite knowledge and abilities, executing them with near perfection across a broad spectrum of contexts. Consistently exhibits analytical, synthetic, and evaluative skills, showcasing originality and profound insights, consistently delivering work of superior quality.

Grade 6: (Very Good)

Exhibits a steady and comprehensive mastery of the necessary knowledge and skills, adeptly applying them across various scenarios. Displays consistent evidence of analysis, synthesis, and evaluation, often revealing originality and insightful perspectives.

Grade 5: (Good)

Displays a steady and thorough comprehension of the required knowledge and skills, effectively employing them across diverse situations. Demonstrates occasional instances of analysis, synthesis, and evaluation, occasionally showcasing original thought and depth.

Grade 4: (Satisfactory)

Possesses a solid understanding of the essential knowledge and skills, utilizing them proficiently in typical situations. Presents sporadic evidence of analytical, synthetic, and evaluative abilities.

Grade 3: (Mediocre)

Shows limited attainment across most objectives, with evident challenges in certain areas. Exhibits a restricted grasp of the necessary knowledge and skills, often relying on support to apply them adequately in standard situations.

Grade 2: (Poor)

Exhibits minimal achievement across all objectives, struggling to grasp the necessary concepts and skills, and struggling to apply them effectively even with assistance in typical situations.

Grade 1: (Very Poor)

Demonstrates minimal accomplishment concerning the set objectives.

How is the IB Program Assessed?

The evaluation of the International Baccalaureate (IB) program encompasses a comprehensive assessment framework that scrutinizes both the general and subject-specific objectives, focusing on cognitive abilities and emotional aptitudes. The assessment methodology is meticulously crafted to appraise not only the acquisition of knowledge but also its practical application, prioritizing understanding over mere memorization.

To give learners ample opportunities to showcase their skills, different assessment techniques are employed, catering to various learning preferences and cultural backgrounds.

External examination of all subjects is conducted by a global team of evaluators commissioned by the International Baccalaureate Organization (IBO). Additionally, many subjects entail internal assessment, which undergoes external moderation to ensure consistent standards worldwide.

Assessment methods vary depending on the subject but generally include:

- Independent research projects, where learners demonstrate their ability to conduct autonomous inquiry. These projects are evaluated internally by the guiding educator and externally moderated by the IBO.
- Oral examinations, either face-to-face with instructors or through recorded sessions for self-taught languages or certain core subjects. Excerpts of these recordings are externally reviewed.
- Internal assessments, encompassing guided coursework, projects, fieldwork, or laboratory work, all subject to external moderation.
- Final written examinations, typically held in March of the second year, comprising a mix of assessment formats such as essays, short responses, and limited multiple-

choice questions. These exams are devised and assessed by subject-specific examining panels, also known as the international grading team.

MEETING OF DEADLINES:

At SWS, we instill in our learners the values of integrity. An important element of this ethos is to foster adherence to deadlines, which not only cultivates responsibility but also prepares learners for higher education beyond the IBCP. At the commencement of each semester, learners and parents receive an Assessment Outline delineating forthcoming summative assessments across various subjects. IB assignment deadlines are delineated on the IB Diploma Calendar furnished by the curriculum coordinator.

At the onset of every academic year, educators collaborate to ensure a balanced distribution of deadlines across subjects, conducive to learner achievement.

Extensions for assignment submissions are contingent upon individual circumstances and necessitate prior discussion with the respective educator. Unauthorized tardiness in assignment submission incurs a 10% deduction from the final grade for each day overdue. Should an assignment be more than 5 days overdue, the learner will receive a zero for that particular assignment. Parents will be promptly informed of any instances of late submission.

FREQUENCY OF ASSESSMENT AND HOMEWORK:

Educators collaborate during assessment planning to ensure an equitable distribution of summative evaluations across various subjects throughout each academic term. Learners receive an assessment schedule at the onset of each semester, outlining due dates, deadlines, and assessment weightings. The International Baccalaureate (IB) Diploma program is academically demanding, and alongside summative assessments, learners may receive supplementary homework tasks to reinforce learning. These tasks encompass activities such as engaging with prescribed texts, participating in virtual discussions, conducting research assignments, and addressing specific queries.

CONDUCT OF EXAMINATIONS:

Examinations will be conducted in strict adherence to the guidelines set forth by the IBO. Any breaches of academic integrity during the exam period will result in serious consequences outlined in the academic honesty policy.

It is the IBCP coordinator's responsibility to ensure that invigilators are fully informed of their duties to ensure the smooth and effective administration of subject examinations.

The following procedures must be strictly followed during subject examinations:

- The IBCP coordinator must verify the timely receipt of all question papers and supporting materials.

- Safeguarding the examination papers in a secure location with restricted access, ensuring no tampering has occurred. The seal may only be broken in the examination room, in the presence of invigilators and learners.
- Each examination requires a completed cover sheet.
- Subject educators are responsible for verifying the accuracy of all printed papers and the availability of necessary support materials.
- All invigilators must possess a copy of the IB conduct for examinations, which they carry into the examination hall.
- Any instances of misconduct will be promptly challenged, investigated, and addressed with severity. Any materials suspected of being used for cheating will be confiscated immediately, and appropriate action will be taken against those involved in malpractice.

SCHOOL PLAN FOR ASSESSMENT:

	YEAR 1		
ASSESSMENT CYCLE	MONTH OF ASSESSMENT	REPORTS	
Beginning of Term 1	June		
Formative Assessments 1	July		All Subjects
Formative Assessment 2	August	Written feedback to the learners & Parents through school learning platform	All Subjects
Mid- term Assessment (Summative)	October	Parent-Educator Meeting & Midterm Report Card	All Subjects
Beginning of Term 2	November		
Formative Assessments 3	December	Written feedback to the learners & Parents through school learning platform	All subjects
Formative Assessment 4	January	Written feedback to the learners & Parents through	All Subjects

		school learning platform	
Final Term Assessment (Summative)	March	Parent-Educator Meeting & Final term Report Card	All Subjects

ABSENTEEISM DURING EXAMS:

In the event of a learner's absence from a term examination due to a severe illness or medical ailment, the relevant Coordinator, following consultation with the Head of School, retains the authority to administer a supplementary examination at their discretion, contingent upon verification of the illness. For International Baccalaureate (IB) board examinations, policies established by the Board shall govern such circumstances.

AIU ACCREDITATION:

The IBCP credential has gained acknowledgment from the accredited AIU association in India. In the context of applying to Indian universities, the IBO will undertake the conversion of IB points into a percentage format as per request to facilitate the application process.

LEARNERS WITH SPECIAL NEEDS:

According to the school's policy on inclusion and support for special needs, the Head of School (HOS), International Baccalaureate Career-related Programme (IBCP) coordinator, along with subject educators and school counselors, are tasked with arranging appropriate support for teaching and assessing learners who may require extra assistance in learning.

The following procedure is followed for such cases:

- The educator or counselor initiates a special needs referral based on specific observations.
- The inclusive education department conducts a series of assessments to evaluate the learner's needs.
- A formal report is prepared with valid recommendations, which is also shared with the HOS and parents/guardians.
- An action plan is developed to effectively support the learner.
- Regular reviews are conducted to evaluate progress and determine any additional needs.
- The child may not be assessed as per class level but for his / her progress as per IEP

RESPONSIBILITIES OF KEY STAKEHOLDERS:

Due to the essential role of assessment, certain expectations are assumed by all the Stakeholders to ensure that learners meet their learning goals.

Role of Learners:

- To effectively accomplish all designated evaluations within the specified time frame.
- To produce work of exemplary caliber that mirrors their utmost potential.
- To cultivate proficient time management and study techniques.
- To embody integrity and uphold the standards for academic integrity as delineated by the Academic Honesty protocol.
- To foster and sustain a constructive rapport with the Core subjects supervisors.
- To endeavor to exhibit the traits delineated in the IB learner profile.
- To embrace a proactive stance in seeking assistance, monitoring their advancement, and reflecting on areas for enhancement via assessment.
- To actively participate in constructive self and peer evaluations Responsibilities of the instructor.
- To ensure that assessment tasks align with the educational objectives of the IBCP/IBCP program.
- To elucidate the assessment criteria for both their subject and all assigned work.
- To devise formative assessment endeavors to aid learners in comprehending expectations and avenues for progression

Responsibilities of parents/guardians:

- Utilize the reporting system to track learner advancement and maintain effective dialogue with subject instructors.
- Engage in regular discussions with learners regarding assignments and assessments to provide assistance and foster academic growth.
- Reach out to educators promptly in case of inquiries or conflicts, allowing them the chance to promptly address any issues.
- Ensure attendance at all parental gatherings and informational sessions.

Responsibilities of IB CP Coordinator:

- Disseminate International Baccalaureate (IB) assessment materials and other pertinent IB documentation to educators.
- Coordinate IB orientation sessions for all incoming IB instructors.
- Organize IB instructional sessions and Professional Development workshops for IB Career-related Programme (CP) educators upon updates or modifications to subject curricula.
- Facilitate collaborative gatherings among IB educators to strategize and reflect on teaching methodologies and evaluative approaches.
- Manage learner registrations for IB examinations.

- Establish timelines to ensure prompt delivery of all Internal Assessment (IA) evaluations and sample sets to designated destinations.
- Oversee IB examinations and uphold testing integrity.
- Foster a pedagogical environment that champions both formative and summative assessment practices.
- Conduct annual reviews of the assessment protocol with faculty members.

ASSESSMENT POLICY REVISION:

This document will be revised every year in order to maintain our assessment policy as current as possible. In case of any new development in the IBO assessment for the IBCP it will be reviewed at that time.

Assessment Policy Steering Committee consists of:

- Director - Ex-officio member
- Principal
- Primary Head
- CBSE Coordinator
- PYP Coordinator
- CP Coordinator

Bibliography:

International Baccalaureate Organization. "About Assessment." International Baccalaureate Organization, www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-learner/recognizing-learner-achievement/about-assessment/cp-passing-criteria/. Accessed 20 April 2024.

"Reflective Project." IBNAHS, https://ibnahs.weebly.com/uploads/7/8/4/8/7848133/reflective_project.pdf. Accessed 22 April 2024.

"Service Learning." IBNAHS (International Baccalaureate North America High School), https://ibnahs.weebly.com/uploads/7/8/4/8/7848133/service_learning.pdf. Accessed 25 April 2024.

"Language Development." IBNAHS Language Department, n.d., https://ibnahs.weebly.com/uploads/7/8/4/8/7848133/language_development.pdf. Accessed 26 April 2024.

FCUSD. "PPS Guide." Folsom Cordova Unified School District, www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/2884/PPS%20guide.pdf. Accessed 28 April 2024.

"IB CP Language Policy." Google Search, Google,
www.google.com/search?q=IB+CP+Language+Policy&oeq=IB+CP+Language+Policy&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQABgNGIAEMg0IAhAAGIYDGAEGIoFMg0IAxAGIYDGAEGIoFMg0IBBAAGIYDGAEGIoFMg0IBRAAGIYDGAEGIoFMg0IBhAAGIYDGAEGIoFMg0IBxAAGIAEGKIE0gICBAAGIAEGKIE0gEINTI2M2owajeoAgCwAgA&sourceid=chrome&ie=UTF-8. Accessed 28 April 2024.

DPS Bangalore East. "Language Policy." Delhi Public School Bangalore East, 2022,
https://east.dpsbangalore.edu.in/wp-content/uploads/2022/08/DPSBE_Language-Policy.pdf.
Accessed 30 April 2024.

CP Goenka International School. "Language Policy." CP Goenka International School,
<https://www.cpgoenkainternationalschool.com/international-school-in-pune/pdf/language-policy.pdf>. Accessed 2 May 2024.

International Baccalaureate Organization. "Mission." International Baccalaureate Organization, www.ibo.org/mission/. Accessed 2 May 2024.

"The IB learner profile." International Baccalaureate Organization,
www.ibo.org/programmes/profile/. Accessed 2 May 2024.