



BLISS INTERNATIONAL SCHOOL

A family of learning

BIS ASSESSMENT POLICY



Wisdom



Integrity



Positivity



Respect



Empathy



Version 2

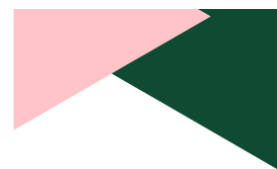
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***BIS is an authorised school for IB PYP & IB MYP**



BIS Vision

To be the school for learners, parents and educators who seek excellence in the field of education through intercultural understanding within an active, creative and respectful learning community.

BIS Mission

- We are committed to supporting a compassionate, diverse and inclusive cultural community of lifelong learners.
- We aim to encourage them & ourselves to be respectful, tolerant, caring & peaceful global citizens leading to a better world to live in.
- To empower the learners to be knowledgeable through concept-driven & inquiry-based learning with a rigorous assessment which enables them to become independent learners.

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





BIS - Philosophy of Education

Learning Process at BLISS

In today's interconnected global world, one of the greatest gifts we can give to our students is to prepare them to thrive in the new world. We follow the motto – “Raising a global child” – with the conviction that every individual on earth is a unique star with immense potential and learning ability that can and should be nurtured. Our purpose of education is to prepare children to step into tomorrow with confidence and competence and think globally.

The driving philosophy at BLISS is that with proper care and development, every child can grow up to be a respectable and responsible global citizen with a positive attitude towards personal growth as well as the well-being of all life on the planet.

At BIS , teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine their own and alternative perspectives. The various curricular and co-curricular activities are designed such that every student gets an opportunity to learn, develop and voice their point of view while accepting others’ opinions. We also believe children need to learn about themselves and the value of “knowing thyself” is fundamental to healthy self-respect and self esteem as well as respect for other individuals.

As a community, it is essential that the children understand the value of

- Healthy relationships and social behaviour
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school’s viewpoint on student behaviour is to reward positive behaviour. A word of praise to a student who is displaying positive behaviour and is doing what is expected of him / her, rather than reprimanding someone for inappropriate behaviour, this we think will encourage all students to behave in a positive manner. We strive to make the school a positive holistic learning environment of varied cultures and countries. Our Facilitators are guided to keep abreast with these philosophies and focus on developing students as lifelong learners.



Embedding the Attributes of Learner Profile

We at BLISS promote these attributes across the school community by instilling them in our school culture.

As Inquirers

- Learn with enthusiasm
- Be independent
- Be a Lifelong learner

As Knowledgeable

- Develop and use conceptual understanding
- Explore and engage issues of local and global significance

As Thinkers

- Analysing and taking responsible action
- Exercise critical and creative thinking to analyse the problem

As Communicators

- Express yourself confidently
- Collaborate effectively
- Listen carefully to the perspectives

As Principled

- Uphold Integrity
- Demonstrate honesty
- Act with sense of justice

As Open-Minded

- Willingness to grow from the experience
- Seek and evaluate point of views
- Appreciate all. cultures & values

As Caring

- Empathise & respect others
- Make a positive difference to the environment

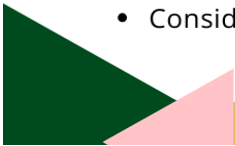
As Risk-Takers

- Approach uncertainty with prudence and perseverance
- Explore new ideas and strategies

As Balanced

- Balancing intellectual, physical and emotional well being
- Recognise your interdependence with others

As Reflective

- Identify your strength and weakness
 - Consider your own ideas and experience thoughtfully
- 

Objective and Overview of Assessment Policy at BIS

5A. Objective of the Assessment Policy

This Assessment policy is a working document developed by all stakeholders from each school programme. The policy is consistent with the set forth principles and practices of the IB.

The Assessment policy document endeavours to consolidate philosophy and beliefs at BIS, regarding guide students, facilitators and parents, together with the school's expectations with regard to assessment tasks. This will help to ensure that the assessment practices are consistent, transparent and relevant.

This policy is intended to provide an overview and guiding principles for creating assessments that allows students, facilitators and parents to have a clear and accurate picture of progress in conceptual understanding and skill development over a period of time.

It outlines an accurate and easily accessible recording of assessment outcomes that fosters open and clear communication between the stakeholders.

5B. Overview of Assessment Policy

At BIS, we acknowledge that there is an interdependent relationship between teaching, learning, and assessment. Assessment being an important part of the instructional cycle, it is as critical a tool for facilitators as it is for students, and is meant to engage facilitators in self-reflection of their own practice. Assessment provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration. It is our belief that the quality of assessment has a significant impact on attitude towards learning and challenging students to achieve higher academic goals.

Reflecting the IB's mission, we believe that rigorous assessment is essential in providing students with ongoing evaluations and feedback on their academic achievements within the subject areas to monitor and measure student progress.

Assessment helps to improve student performance, develop critical and creative thinking skills, and reflect the international-mindedness by placing assessments in a variety of cultural and linguistic contexts. As young learners carry different cultural experiences, expectations and needs, we should provide multiple & varied opportunities to perform & reflect learning.

We believe in using a wide range of formative and summative assessment strategies and approaches to cater to students' different learning needs and styles to ensure that they are given the opportunity to express themselves and feel valued. We thus recognize both summative and formative assessments as integral to the teaching and learning process.

5C. Purpose & Scope of Assessment

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching and learning process.
- Promote positive attitude & engagement in the learning process.
- Promote a deep understanding of subject concepts & content by supporting students in their inquiries set in the real world contexts using the global contexts
- Promote the development of higher-order cognitive skills by providing rigorous and a range of assessments opportunities that value these skills
- Reflect the international-mindedness of the programme through setting assessments in cultural and linguistic contexts.
- Support the holistic nature of the programme by including attributes, skills and reflection opportunities.
- Provide feedback to students that supports and enhances their learning experience.
- Provide systematic evaluation of student performance and progress.
- For each learning programme, learning area or subject, the assessment tasks include a range of appropriate activities.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students. However, the complexity of criteria applicable will remain the same.

IB's principles of assessment

The following five points summarise the underlying principles of IB assessment.

IB assessments must:

- be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
- have a positive backwash effect, that is, their design must encourage good quality teaching and learning

- be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
- be part of the context of a wider IB programme, not considered in isolation.
- support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

Source : Assessment Principles And Practices—Quality Assessments In A Digital Age

Assessment Philosophy

Assessment for Learning

Assessment for learning entails teachers utilising information about students' knowledge, comprehension, and abilities to guide their teaching. Commonly known as 'formative assessment,' it takes place continually during the teaching and learning process to elucidate and enhance student learning and comprehension.

Assessment for learning:

- reflects a view of learning in which assessment enables students to learn better instead of only scoring better grades.
- includes formal and informal assessment to inform the planning of future learning.
- includes clear goals for the learning activity.
- provides effective feedback that encourages the student to improve.
- motivates students to take self-assessment and make peer assessment as part of the regular classroom routine.
- is inclusive of all learners.

Evaluation is a crucial element in the teaching and learning process. Approaches such as assessment for learning, assessment as learning, and assessment of learning empower teachers/ facilitators to collect evidence and assess student accomplishments. These approaches are not strictly separate and can be employed individually or in combination, as well as in formal or informal settings.

Assessment as Learning

Assessment as learning takes place when students assume the role of self-assessors. They actively oversee their learning, pose inquiries, and employ diverse strategies to evaluate their own knowledge and abilities. Additionally, they utilise assessment information to guide their pursuit of new learning. Assessment as learning:

- Promotes student accountability for their learning journey.
- Mandates students to pose inquiries about their learning process.
- Involves collaboration between teachers and students in establishing learning objectives to foster growth.
- Offers avenues for students to leverage both formal and informal feedback, as well as self-assessment, to comprehend the subsequent phases of learning.
- Advocates for peer assessment, self-assessment, and reflection.

Assessment of Learning

Assessment of learning aids teachers in utilising proof of student learning to evaluate accomplishment against predetermined outcomes and standards. Commonly known as 'summative assessment,' it typically happens at specific milestones in a teaching period or at the conclusion of a unit, term, or semester. It may be employed for ranking or grading students. The success of using assessment of learning for grading or ranking relies on the validity, reliability, and weight assigned to a particular task. Its effectiveness as a learning opportunity hinges on the nature and quality of the feedback provided.

Assessment of learning involves:

- Guiding the formulation of upcoming learning objectives and routes for students.
- Supplying proof of achievement to diverse audiences, such as parents, educators, students, and external entities.
- Offering a clear and comprehensible interpretation accessible to all stakeholders.
- The approach or approaches used will be informed by:
 - the evidence of student learning to be gathered
 - the processes for gathering the evidence
 - the feedback to be provided to students.

- For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Types of Assessments

Prior Knowledge Assessments

Prior knowledge assessment refers to the process of evaluating and determining the existing knowledge and skills that individuals possess before engaging in a particular learning experience, training program, or academic course. This assessment helps educators, trainers, or instructional designers understand the learners' baseline knowledge and tailor their instruction accordingly. By gauging what learners already know, educators can design more effective and targeted learning experiences, avoid redundant content, and provide appropriate challenges to promote meaningful engagement and learning.

Formative Assessments

Formative Assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately.

It is a kind of assessment FOR Learning.

Summative Assessments

Summative assessment is an assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark. They are often high-stakes, meaning they have a high point value.

Assessment in PYP

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, evolving of dispositions and the decision to take action. Assessment involves the gathering and analysis of information about student performance and is designed to inform teaching and learning. It identifies what students know, understand, can do, and feel at different stages in the learning process.

8A. Aims of PYP assessments -

The prime objective of assessment in the PYP is to provide feedback on the learning process.



Source: Making the PYP Happen : A curriculum framework for international primary education, page44

The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. The teacher is expected to record the details of inquiries initiated by students in order to look for an increase in the substance and depth of the inquiry.

The teacher needs to consider:

- if the nature of students' inquiry develops over time—if they are asking questions of more depth, that are likely to enhance their learning substantially
- if students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects many areas
- if students are demonstrating mastery of skills
- if students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquiries successfully
- if students are demonstrating both independence and an ability to work collaboratively

8B. Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

Authentic: It supports making connections to the real world to promote student engagement.

Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.

Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.

Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

Collaborative: It engages both teachers and students in the assessment development and evaluation process.

Interactive: Assessment encompasses ongoing and iterative dialogues about learning.

Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

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

Source : Learning and teaching (2022)

8C. Types of assessments in PYP

The three assessment practices—for learning, of learning and as learning—serve different purposes. Of these practices, assessments for learning and of learning strongly align with the centrality of the PYP inquiry process and can support students' cognitive, social emotional and behavioural development (Harlen, Johnson 2014). These practices may be formal or informal. PYP students' learning is evaluated through a combination of these practices.

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artefacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardised tests Indication of skills and knowledge acquisition or mastery Based on teacher judgement Norm - or criterion-referenced	Students are active agents in their own learning by developing and using meta-cognitive strategies to: <ul style="list-style-type: none"> • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning.

Source : Figure AS07The three assessment practices (Learning and Teaching)

Prior-knowledge assessment: allows the teacher to gather prior knowledge, find what the students already know and can do and is used to guide instruction. Some of the assessment strategies used for Prior-knowledge assessment are-

- What I know
- What I notice

- Written pre-test
- Entrance ticket
- Daily review questions
- Open-ended questions

Formative assessment is interwoven into the daily learning process in order to guide and plan the next stage of learning. Aims to promote learning by giving regular and frequent feedback. These assessments are subject to understanding and comprehension of concepts by the student.

- Some of the formative assessment strategies are-
 - wait time
 - concept maps
 - bus stop strategy
 - Oral responses
 - Journals
 - Bell ringers
 - Exit tickets
 - Quizzes
 - Observations
 - Group work and collaboration
 - Self, peer and group reflections

Unit end celebration / Summative assessment is an integral part of learning. It occurs at the end of a learning cycle in order to provide students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

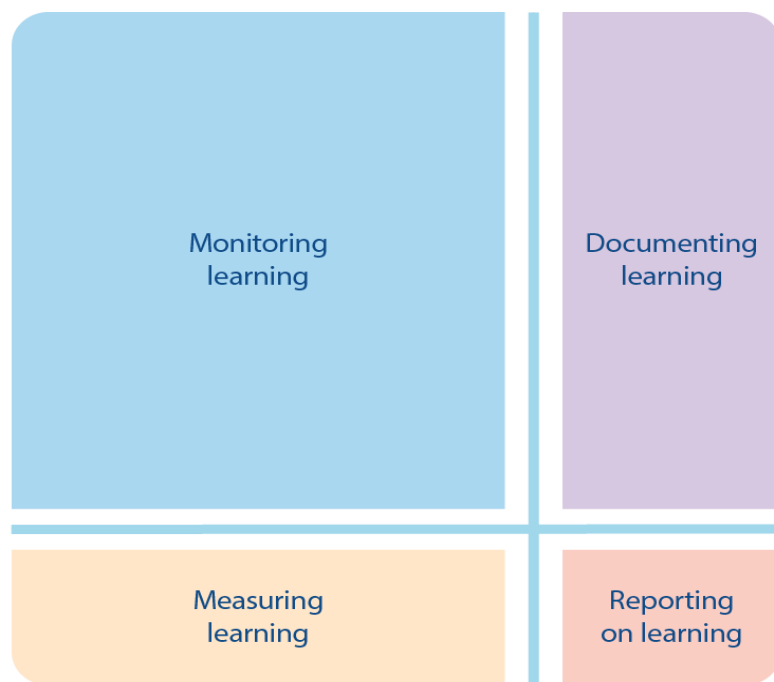
Some of the assessment strategies used are -

- Projects/tasks
- Presentations
- Formal written tests
- Exhibition (Grade 5)

8D. Evaluating and Recording student learning

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform

learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



Source : The three assessment practices (Learning and Teaching) pg 76

Monitoring learning

- Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.
- It occurs daily through a variety of strategies:
 - observation
 - questioning
 - reflection
 - discussing learning with peers and teachers
 - visible thinking routines
 - well-considered feedback to feed forward for next steps in learning
- open-ended tasks, written or oral assessment, and a learning portfolio.⁴

Documenting learning

- Documenting learning is the compilation of the evidence of learning.
- Documentation is physical and digital, and is displayed or recorded in a variety of media forms.
- Documentation of learning is shared with the learning and teaching community to make learning visible and apparent.

- It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.
- Students and teachers document learning goals, questions, reflections and evidence of learning using a variety of formats as mentioned below:

Grade book: These are used to record feedback and reflections of ongoing learning.

Learning journals: Books and journals that document instances when the learner shows knowledge, conceptual understandings or skills.

Portfolios: A collection of learning engagements that contribute to reporting.

Measuring learning

- Measuring learning aims to capture what a student has learned at a particular “point in time”.
- Measurement tools used provide further data to support a larger picture of student achievement and progress in learning.

Assessment tools

Assessment tools are chosen and developed by individual facilitators and collaborative teacher teams to gather essential information about student learning and achievement based on common standards to guide facilitators and students to future lessons.

Tools used for measuring learning include:

- Rubrics
- Checklists
- Anecdotal notes/observational notes
- Continuums
- Standard-based grading
- Assessment records and grade book
- Single Point Rubric

Student input is encouraged when creating expectations, rubrics and co-constructed assessments. Student self and peer assessments are used to encourage reflection and agency

over learning. These assessment tools show ways that all the PYP Essential Elements are assessed throughout the school year.

Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting needs careful consideration in order to provide clear information that is useful to students and parents. Our indicators of achievement ensure that these processes are open, transparent and understood by all stakeholders.

The following ways have been used by school for reporting student learning:

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

PYP Exhibition

Students in the final year of the PYP carry out an extended piece of work/research based upon collaborative inquiry – the PYP exhibition. This takes place towards the end of the PYP 5. One of the purposes of the PYP exhibition is to provide a forum for student-driven inquiry and reporting.

Student Portfolios

Portfolios are considered as a useful tool to collect and store information that can be used to document and assess student progress and achievement. A portfolio is a record of students' involvement in learning which provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with facilitators, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans. Students are expected to -

- Participate in selecting evidence of learning for their portfolios
- Include reflections, self-assessments, assessment tools and/or teacher comments with each selection

- Ensure that their portfolios include examples of learning from each Unit of Inquiry, reading, writing, maths and specialists
- Store their portfolios in folders, binders or online
- Use their portfolios to set goals and reflect on growth
- Share their portfolios at Student-Led Conferences

Assessment in MYP

9A. Aims of MYP assessment

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal Project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Source: MYP: From principles into practice, Page 99

9B. Types of Assessment in MYP

Facilitators use a variety of methods and tools to make the assessments meaningful, purposeful and age-appropriate for students. Facilitators use prior knowledge assessment, formative and summative assessment to give during-learning and post-learning feedback.

Prior Knowledge Assessment

Prior knowledge Assessment is the assessment of the knowledge the learner already has before they start exploring new information. Having prior knowledge about a topic, students can make connections in new context and can understand and remember information easily. This also helps facilitators to form instruction based on students' prior knowledge and what students need to know. In MYP, prior knowledge assessments are conducted before starting every unit across all subjects.

Formative Assessment

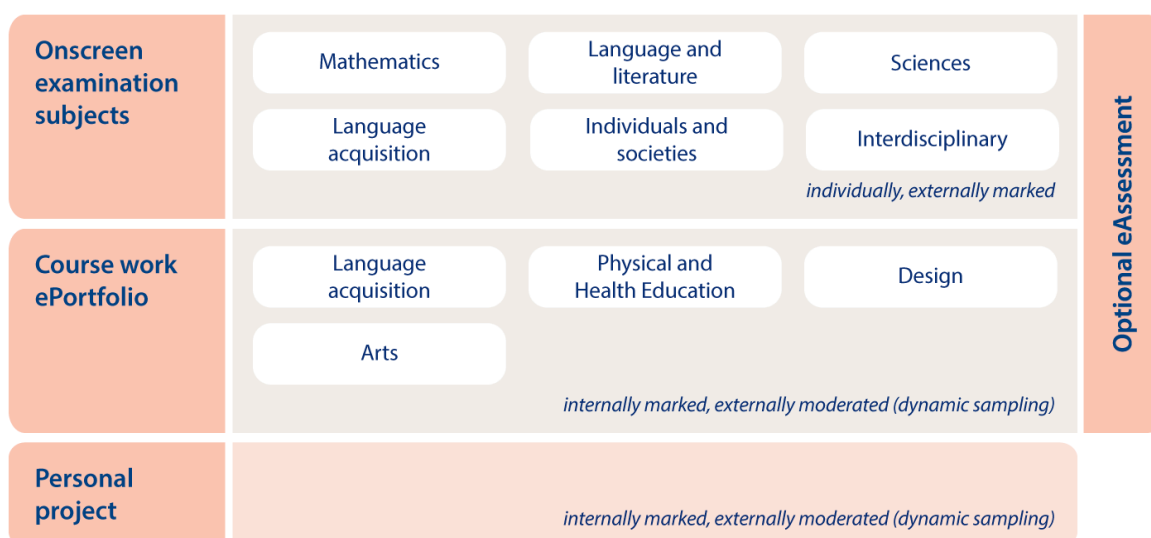
The main objective of formative assessment is to monitor student learning and provide ongoing feedback that can be used by facilitators to recognize students' engagement, understanding and difficulties. Formative assessment also helps students identify their strengths and weaknesses and target areas that need improvement.

Summative Assessment

Summative assessment aims to give facilitators and students a clear insight into students' understanding. It is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously:

- it informs and leads to improvement in students' learning and the teaching process;
- it reflects understanding of the Statement of Inquiry

Source:PortFolios/eAssessments in MYP



Source : MYP Principles to Practice page no 98

A portfolio in the International Baccalaureate refers to a purposeful and organised collection of a student's work, showcasing their achievements, progress, and reflections across a period. Portfolios often include a variety of artefacts, such as essays, projects, presentations, and reflections, allowing students to demonstrate their understanding, skills, and personal development. Portfolios are commonly used as a form of assessment, providing a holistic view of a student's abilities beyond traditional exam-based evaluations.

Half Yearly & Year End Assessments

At BIS, we conduct Half Yearly assessments in the month of December and Year end Assessments in the month of April.

9C. MYP Assessment Strategies & Tasks

Our facilitators employ a variety of assessment strategies and tasks to assess students' work. These include but are not limited to:

Assessment Strategies	MYP Assessment Tasks
<ul style="list-style-type: none">• Observation• Selected response - tests and quizzes• Open-ended tasks - presentation, an essay, a diagram or a solution to a problem.• Performance - composition, a research report, a presentation or a proposed solution.• Process journals - the use of process journals is required in subjects such as the arts and design. Students regularly record reflections about planning, investigation, action, key issues, evaluation etc.	<ul style="list-style-type: none">• Discussion & debates• Worksheets• Multiple choice quizzes• Research task using primary or secondary resources• Presentations• Short-essay writing• Short written tests• Oral tests• Collaborative or individual projects• Laboratory-based task

9D. MYP Assessment Criteria

- MYP assessments are based on the subject-specific assessment criteria.
- Each subject has four assessment criteria, promulgated in the subject guides by IBO.
- Criteria in each subject group represent the use of knowledge, understanding and skills that are addressed at each year of the programme. " They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge." (MYP from Principles into Practice 2014)
- Task-specific clarifications are given to help students understand the requirement of the task in accordance with the criterion.
- Descriptors are also provided in each subject area.

9E. Using achievement levels for each criterion

- 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.
- The level descriptors for each band describe a range of student performance in the various strands of each objective.
- Each criterion is assessed against the maximum level of 8 and the overall grade for each subject is awarded against a level of 7.

Process of determining the Achievement levels:

- When applying the assessment criteria to student performance, the facilitator determines whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher then determines whether it is described by the second descriptor.
- This continues until the teacher arrives at a descriptor that does not describe the student 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, facilitators use their professional judgement in determining the descriptor that best fits the student's performance.
- 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.
- **The teacher uses the "Best fit Approach" to finalise the level and grade of assessment.**
- To reach a final Grade out of 7 for each subject, facilitators will calculate the criterion level total out of 32, and then will refer to the MYP general grade descriptors table as given in MYP: From principles into practice, Page 94.

- **Facilitators will gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement.**

Source:From principles into practice,2014 (Updated August 2022) Page 92

Appendix 1: Here is an example of Grade 6 level descriptors in Language & Literature (English) Criterion C: Producing text

MYP Assessment Subject Criteria

SUBJECT AREA	A	B	C	D
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Health & Education	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

Source: MYP Principles to practice 2022 page no 81

Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

9F. Command terms in MYP Assessment

- MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups. These instructional verbs indicate the types/depth of the questions/task/performance that is expected from students. They are closely related to ATL skills and make explicit/shared academic vocabulary that informs teaching and learning in the MYP.
- Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP.
- The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”.
- An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP and CP.
- Command terms are shared with the students in advance. This allows students to:
 - to practise relevant skills;
 - to check understanding of the terms used in the tasks;
 - to discuss what is expected or required,
 - to understand the steps involved in completing tasks successfully.
- Most command terms are applicable across subject groups.
- Facilitators use command terms during teaching & learning, when giving instructions, when questioning students, when posing problems and when drawing responses from a class.
- Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them.
- While the definitions for the command terms remain the same, the expectation for the level of sophistication of students’ understanding, responses and performances is expected to progress with students’ maturity and intellectual development.
- Having a consistent definition of a command term enables students to understand the meanings and their application across disciplines.
- This clarity of terminology is especially important for students with diverse learning needs and complex language profiles.

Appendix 2: lists of MYP command terms, which are fully aligned with the command terms used in DP assessment.

9G. Task-specific clarification in MYP Assessments

Task-specific clarifications are used by the facilitators to clarify the expectations of any given task with direct reference to the published assessment criteria. This helps students to understand the task better against the given assessment criteria.

Appendix 3 shows sample task-specific clarification from MYP1 Science Assessment

9H. Internal Standardization of Assessments

- Once the facilitator has arrived at the final achievement level of each criterion, the Internal Standardisation process is followed.
- Internal standardisation is a process to ensure that the evaluating procedure is uniform and offers a reliable understanding of the criteria. This process is done for all kinds of assessments in which the assessments of a teacher are quality assured by another colleague(s) from the same subject or course or by the coordinator.
- Standardising assessments within subject groups allow us to make decisions that are consistent and reliable across the programme.
- It also helps to prevent assessment judgements changing over time due to multiple factors. Thus internal standardisation enhances fairness, reliability, and validity.
- In collaboration, facilitators share their understanding of the task, expectations based on subject group objectives, and interpretations of criteria with respect to task-specific clarification. This helps them to develop common understandings and standards for judging the assessment.
- If only one facilitator is available for the subject, they should collaborate with the MYP coordinator for internal standardisation.
- Internal standardisation of assessment is also required for the personal project.

9I. Grade Book

- It is essential that the facilitators keep an adequate and well-presented record of a student's progress.
- At BIS, we record assessment data of all the students in the yearly grade book which is made using Google sheet.
- Grade book gives clarity about the achievement level in each criterion achieved by the student across the units.

- This assessment record is a valuable tool for facilitators when deciding final grade using professional judgement at the end of each term.

9J. Minimum grades required for promotion

For MYP 1 to 3:

- A student must achieve a minimum of 3 out of 7 in each subject to be eligible for promotion to the next grade.
- Successful completion of Service and Action
- Successful completion of Community Project (only in MYP 3).
- During the MYP studies, students are required to maintain consistency in their chosen language acquisition subject. We advise sticking with the same subject throughout the MYP as this allows for ample time to achieve excellence in the chosen language.
- In language acquisition, we offer three levels: emergent, capable, and proficient. To progress through the phases, students must attain at least a 3 achievement level for each criterion in language acquisition.

For MYP 4 & 5

- Students of MYP 4 & 5 are expected to achieve a minimum of 3 out of 7 in each subject to be eligible for promotion to the next grade.
- Successful completion of Service and Action & Personal Project .

Assessment in DP

10A. Aims of DP Assessment

- Allows students to enhance learning, reflect on their strengths and weaknesses and plan for their own improvement.
- To determine the learner's levels of understanding and provide a basis for their learning in the future.
- Identifies what students know, understand, need and can do at different stages in the learning process.
- Provides data to inform decisions leading to reinforcement, remediation or moving to the next lesson or unit.
- Assessment should give timely feedback on teaching and learning to students, facilitators and parents / guardians.

- Integrity of teaching, learning and assessment will promote positive student attitudes towards learning as well as deep understanding of subject content.
- Assessment is an essential part of the instructional cycle.
- Assessment provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration.
- Assessment facilitates connections with other subject content and further inquiry in real world contexts.
- Assessment and feedback ensures the completion of assignment in a timely manner.

10B. DP award conditions

A. Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

B. The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

C. Additional requirements

There are a number of additional requirements for the award of the diploma.

- 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.

10C. Bilingual Diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual 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 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 sciences subject groups.
- Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.
- The following cannot contribute to the award of a bilingual diploma.
 - An extended essay
 - A subject taken by a candidate in addition to the six subjects for the diploma.

10D. 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 studies in language and literature or language acquisition subject, except that two studies in language and literature subjects may be offered instead of a studies 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.

10E. Legal guardians or relatives

A candidate's legal guardian or relative must not act as a candidate's supervisor for the extended essay requirement, nor must they act as an invigilator of an examination where their child or relative is a candidate.

10F. DP Course Result

A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.

10G. Academic Integrity

Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct, and must be in good standing at the school at the time of the examinations.

The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of the assessment, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such instances the IB is also entitled to take additional action in accordance with its academic integrity policy for serious cases.

10H. Property and copyright in materials produced by the candidates

Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter “materials”) include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction’s copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB’s activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified if anonymizing would reduce the quality of the response. In such cases, the IB will inform the school beforehand and the school will inform the candidate.

Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners.

10I. Response language

- For subjects in the studies in language and literature, and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language.
- For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, candidates must use English as their response language.
- Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment.
- An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), an EE must be presented in English.

10J. Types of DP Awards

Successful IB Diploma candidates will receive an IB Diploma and a document titled Diploma Programme Results listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE. An IB Diploma candidate will receive a bilingual version of the IB Diploma if they meet the requirements as mentioned.

An IB Diploma candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

DP course candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

10K. Combination of subjects

It is essential to establish whether a particular combination of subjects constitutes a diploma as soon as a candidate begins their courses of study. A prohibited selection of subjects will not be authorised by IBO and will mean that a candidate's registration cannot be completed.

When selecting subjects for a diploma, candidates may take either of the two following options.

- Two subjects at standard level (SL) and four subjects at higher level (HL)
- Three subjects at SL and three subjects at HL

Option	Number of subjects to be taken at SL	Number of subjects to be taken at HL
1	2	4
2	3	3

Other requirements are as follows.

- All HL subjects must be taught over the two years of the programme, and requirements of the core must also be met over the same two-year period.
- One subject must be selected from each subject group apart from the arts.
- The sixth subject may be selected either from the arts subject group or from any other subject group.

10L. Registering course category candidates for core elements

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.

10M. Candidate registration deadline

The deadline for registration of all candidates for DP assessments is 15 November/15 May. Registrations after this date will be subject to increased fees.

10N. Late registration period

In exceptional circumstances, coordinators may need to register additional candidates or make changes to existing registrations after the registration deadline. The late registration period ends on 15 January/15 July. Late candidate registrations and subject additions and amendments will incur a supplement in addition to the normal fees.

10O. After the late registration period

In an exceptional situation, where a coordinator may need to register a candidate for a forthcoming session outside the normal registration parameters, registrations and changes to existing registrations may be accepted after the late registration period (after 15 January/15 July). Use of the emergency facility for such registrations or changes incur higher additional fees. All such registrations are subject to approval from the IBO Assessment Division.

10P. Post registration - Checking Details

After candidates have been registered for an examination session, each candidate should then be required to sign and date their report to confirm that their personal and subject details are correct. It is essential that a candidate's name is correct and reflects the spelling that is shown on the candidate's passport or other official identification. Changes to candidates' personal details (for example, the spelling of a name) can be made only before the issue of results. There is no fee for making changes to a candidate's personal details.

10Q. Summary of registration dates

Description	May session	November session
Registration deadline	15 November	15 May
Session number renumbering deadline	15 January	15 July
Late registration period ends	15 January	15 July
Six-month retake deadline	29 January	29 July
Withdrawal deadline	20 April	20 October

10R. Resubmitting work for internal assessment or another non-examination component

If a candidate wishes to resubmit work for IA or for any other non-examination component, the candidate must attend classes at the school where they are registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for IA and confirm that all work is authentic. It is not sufficient for the candidate to make minor changes to the work previously submitted, regardless of whether the coursework was internally or externally assessed. In principle, entirely different work should be submitted for assessment.

However, the IB recognizes that for very substantial coursework tasks (for example, artwork for visual arts, the design project for design technology) this may not be feasible given the time constraints. In such cases, substantial modification of the original work is acceptable. If modified work is submitted, it will be marked as new; the candidate must accept that the work may attract a lower mark. For the EE, six-month and 12-month retake candidates wishing to improve the grade for their EE may submit either a revised or a new EE

10S. Predicted grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade is based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Teachers predicting grades use the following scales.

- Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.
- For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade.

10T. Diploma not awarded

A candidate will not qualify for the award of the diploma if certain requirements have not been met.

Code	Requirement not met
1	CAS requirements have not been met.
2	The candidate's total points are fewer than 24.
3	An "N" has been given for TOK, the EE or for a contributing subject.
4	A grade E has been awarded for one or both of TOK and the EE.
5	There is a grade 1 awarded in a subject/level.
6	Grade 2 has been awarded three or more times (SL or HL).
7	Grade 3 or below has been awarded four or more times (SL or HL).
8	The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9	The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Source : *Diploma Programme Assessment Procedures 2024, pg 146.*

The following matrix will be used for award of points for TOK and the EE

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N
	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				

Source : *Diploma Programme Assessment Procedures 2024, pg -146*

In Case of Non-Submission or Absence During Assessments

Students are required to attempt all assessments, whether they are formative or summative.

Absence for Formative Assessments: If a student is absent for formative assessments due to illness or other unavoidable circumstances, they must provide either a doctor's certificate or a parent email confirming the reason for their absence. The evaluation of other unavoidable circumstances for absence will be at the discretion of the Programme Coordinators.

Extension of Re-attempt: Based on the evaluation by Program Coordinators, extensions for re-attempting formative assessments may be allowed in certain cases.

Rescheduling and Late Submission Impact: Rescheduling or late submission of assessments for formative evaluations will affect the grade.

Note : No Extension or Rescheduling for Summative Assessments, Half-yearly and year-end assessments will be permitted. This suggests that these assessments are considered crucial and must be completed within the allocated time frame.

Reporting of Assessment Performance

We believe that data collection and reporting should be comprehensive and accurate. In order for assessment to support student learning, it is essential that we provide feedback to students and communicate the progression to the parents. Below are the different ways we communicate student's performance to the parents:

Formative & Summative assessments:

Formative & summative assessments are shared with the parents and acknowledged with their signature.

Parent Facilitator Student Conference (PFSC)

Conferences are scheduled twice each term to share information between facilitators, students and parents. At BIS, we encourage students' involvement in these conferences by holding three-way conferences.

Three-way conferences involve the student, parents and facilitator. Students discuss their learning and understanding with their parents and facilitators, who are responsible for supporting the student through this process. Students are responsible for reflecting upon their written report and work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This leads to the setting of a new goal, with the student, parents and facilitators determining how they can support the achievement of the goal. The teacher is an integral part of the process and takes notes of the discussion.

Student-led conferences

Student-led conferences involve the student 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 different learning situations. There may be several conferences taking place simultaneously.

The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student's portfolio. The student identifies strengths and areas for improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child.

The ePerformance Report

The ePerformance report is prepared in which all the facilitators contribute assessment data from their subject twice in a year at the occasion of Half-year and Year end assessments. The ePerformance report card reflects the achievement level in each of the subjects. It informs of student progress and areas of improvement in various disciplines.

Analysis of Assessment Results

Analysis is one of the crucial elements in the process of assessment and acts as the most important tool to understand the academic progression. This is a great opportunity for students and facilitators to reflect on a range of issues. It helps the facilitators to plan better strategies to be implemented in the teaching and learning process. At the conclusion of the academic year, assessment data is analysed by the Dean of Academics, Programme Coordinators & Facilitators to identify students who may:

- be underachieving
- do not meet the minimum grades required for promotion
- have similar assessment patterns in multiple subjects

Academic Integrity in Assessment

Academic integrity is a set of values and behaviours expected which act as guiding principles. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All students are expected to be academically honest in all the work submission and assessments.

All students sign the academic integrity declaration form and keep Academic Honesty in mind while submitting all the work.

Roles and Responsibilities

The role of the Founding Head of School

- The Founding Head of School sets the vision and tone for the school's educational philosophy, which includes assessment practices. They provide leadership in aligning assessment policies with the overall mission and goals of the institution.
- in collaboration with other key stakeholders such as teachers and administrators, leads the development of assessment policies.
- monitor changes in IB practices , local educational standards and research on assessment to ensure that the school's policies remain current and effective.
- monitor the implementation of assessment policies to ensure consistency and fairness across the school.
- communicate assessment policies clearly to all stakeholders, including students, parents, teachers, and administrators.
- ensure transparency in assessment practices, including how assessments are conducted, graded, and used to inform instructional decisions.
- advocate for assessment policies that support student learning and growth. They provide support to teachers and administrators in implementing assessment policies effectively, addressing challenges, and promoting a culture of assessment literacy within the school community

The role of the Dean of Academics

- collaborating closely with the Founding Head of School, in putting in place, developing, and implementing all policies that govern the educational environment of BIS.
- work alongside the Founding Head of School to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.
- to promote effective assessment practices that support student learning and achievement within the MYP and DP frameworks
- analyse assessment data to identify trends, areas for improvement, and areas of strength within the school's academic programs.

- communicates with students, parents, and other stakeholders about assessment policies, procedures, and outcomes.
- collaborate with coordinators, teachers, and other stakeholders to develop assessment policies aligned with the IB programme requirements and principles
- They provide guidance, resources, and professional development opportunities to help teachers understand and implement assessment practices that align with the IB programme's philosophy and objectives.
- Oversee the quality of assessments conducted within the school. They monitor assessment practices, review assessment materials, and ensure consistency and fairness in grading and moderation processes across different subjects and grade levels.

The role of the Programme Coordinators

- Programmes Coordinator ensures that assessment practices align with the objectives and philosophy of the MYP or DP curriculum. They work closely with teachers to ensure assessments are designed to assess students' understanding of the curriculum content and their ability to apply concepts and skills.
- They provide guidance and support to teachers on effective assessment practices. This may involve organizing workshops, training sessions, or providing resources to help teachers develop their assessment skills.
- Programme Coordinators collaborate with school leadership, teachers, and other stakeholders to develop assessment policies aligned with the IB programme requirements and principles.
- Programme Coordinators ensure that assessment policies are aligned with the standards and guidelines set forth by the IBO. They stay updated on the latest developments and revisions in IB assessment practices and incorporate them into the school's policies as needed.
- Programme Coordinators support teachers in implementing assessment policies effectively.
- provide professional development opportunities for teachers to ensure they understand and effectively implement the assessment policies.

The role of the Assessment Head

- The Assessment Head collaborates with school leadership and faculty to develop assessment policies that are consistent with IB guidelines and principles. These policies outline the school's approach to assessment, including grading criteria, assessment methods, and academic integrity guidelines.
- The Assessment Head oversees the quality of assessments administered within the school. They may conduct regular reviews of assessment materials, grading practices, and moderation processes to ensure consistency and fairness across different subjects and classrooms.
- Advocate for the importance of assessment in the IB program and communicate with students, parents, and other stakeholders about assessment policies, procedures, and expectations.
- Coordinate with event organisers to schedule assessments around major events or activities. Share the assessment schedule with all relevant members to ensure alignment and minimise conflicts.
- Build flexibility into the assessment schedule to accommodate unforeseen circumstances or last-minute changes in events or activities.
- Determine priority dates for assessments based on curriculum requirements, deadlines, and the availability of resources such as exam rooms and invigilators.
- After each assessment cycle, gather feedback from students, teachers, and other stakeholders regarding the effectiveness of the scheduling process. Use this feedback to make improvements for future assessment schedules.

The role of the Facilitators

- Responsible for understanding and implementing the assessment principles outlined by the IB organization
- Design assessments that reflect the objectives and content of the IB curriculum. They develop a variety of assessment tasks, such as essays, projects, presentations, and exams, to assess students' understanding, skills, and knowledge.
- Use the assessment criteria provided by the IB organization to evaluate students' work. They ensure that students understand these criteria and provide them with clear guidance on how their work will be assessed.

- Provide timely and constructive feedback to students to help them improve their performance. They also offer additional support to students who may be struggling with certain concepts or skills.
- Participate in moderation activities to ensure consistency and fairness in grading across different classes and schools. They collaborate with other teachers and IB coordinators to standardise assessment practices and ensure that they meet IB standards.
- Teachers engage in continuous professional development to stay updated on the latest assessment practices and guidelines provided by the IB organisation.

The role of the Parent

- Actively participate in PFSC & orientations to voice their opinions and concerns.
- Engage in open dialogue with teachers and administrators to stay informed about policies and provide feedback or suggestions for improvement.
- Demonstrating the importance of following rules and respecting school policies.
- Building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- Provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

The role of the School Counselor

- Responsible for supporting Social and Emotional Development.
- Addresses issues such as anxiety, depression, social skills deficits, and conflict resolution.

The role of the Access & Inclusion Coordinator

- Ensures that assessment materials and methods are accessible to all students.
- providing accommodations or modifications for students, guided by the IB assessment procedures.
- provides support to staff on implementing inclusive assessment practices

Integrating Assessment Policy with other School Policies

This policy is a working document and is actively linked with the other policies of the school which include Language, admission, inclusion and academic integrity policy.

Admission Policy

As per the admission policy every student who seeks admission at the school is supposed to undergo a formal written and or oral assessment with the Dean of academics / Programme Coordinators. Students of Nursery, Prep 1 & Prep 2 are assessed orally through age appropriate questions. Emphasis is laid on written assessment from Grade 1 onwards hence it is mandatory for students to attempt Mathematics & English written and oral assessment followed by formal interview with Dean of academics.

Inclusion Policy

Learning Support Needs are identified and various assessments are designed in collaboration with the homeroom/ subject facilitators and inclusion coordinator to cater the needs of diverse learners as per their Individual Educational Plan. Inclusive access arrangements will be granted to the students as per the Access and Inclusion guidelines provided by the IB.

Academic Integrity Policy

We promote academic integrity and ensure that all members of the community support the implementation of the same. Every facilitator takes care that from the very onset of the academic session the student is informed and groomed to inculcate the policy of academic honesty with special emphasis on assessment tools. Facilitators are also expected to model the practice of being academically honest by crediting different sources and citing sources wherever necessary as per the agreed conventions as cited in Academic integrity policy.

Language Policy

The Academic Team conducts a prior knowledge assessment test to determine the phase and/or the language courses the student will follow at the school. The language of instruction

(English) is integrated with the units of inquiry and/or organised into stand alone language units. Language learning at BIS is spread across all disciplines and through the programme of inquiry. The assessment language at BIS is predominantly English for all subjects, unless the subject itself is a language other than English, such as French, German, or Hindi. This approach ensures a consistent and comprehensive evaluation process while accommodating linguistic diversity when necessary.

Steering Committee

The policy committee comprises Facilitators, Coordinators across programmes, Dean of Academics and Founding Head of school/Board Advisor and the Board. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involved. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

Communicating the Policy

This policy is available for viewing on the school website. All stakeholders are welcome to send any suggestions for the policy at bisfeedback@bkfbliss.org.

Reviewing the Policy

The school shall review the policy once a year in the month of May to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

Appendix 1: Language and Literature

Criterion C: Producing Text

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support ideas.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas.

Appendix 2: MYP command terms

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.

Appendix 3: Task- Specific Clarification

Science MYP1

Criterion A: Knowing and Understanding

Achievement Level	Descriptor	Task-Specific Clarification
7-8	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. Interpret information to make scientifically supported judgments .	<ul style="list-style-type: none">• You outlined the scientific knowledge about particle arrangement in solid, liquid & gaseous state and how to separate given mixtures.• You applied the scientific knowledge and understanding to<ul style="list-style-type: none">- solve the problem related to gas pressure- Solve problems related to properties of substances- suggested solutions to decide whether the sample is a pure substance or a mixture• You interpreted information related to the solubility of Zinc Bromide and an experiment involving magnesium oxide to make scientifically supported judgments.

Appendix 4 : Report Card Sample

PYP:

https://drive.google.com/file/d/19jPyHRDtg_znUJU-wB5PDCrLd13dzQLg/view?usp=drive_link

MYP:

https://drive.google.com/file/d/153RHcSsHCZNvhI6WJC78qtJgKw8acY9j/view?usp=drive_link

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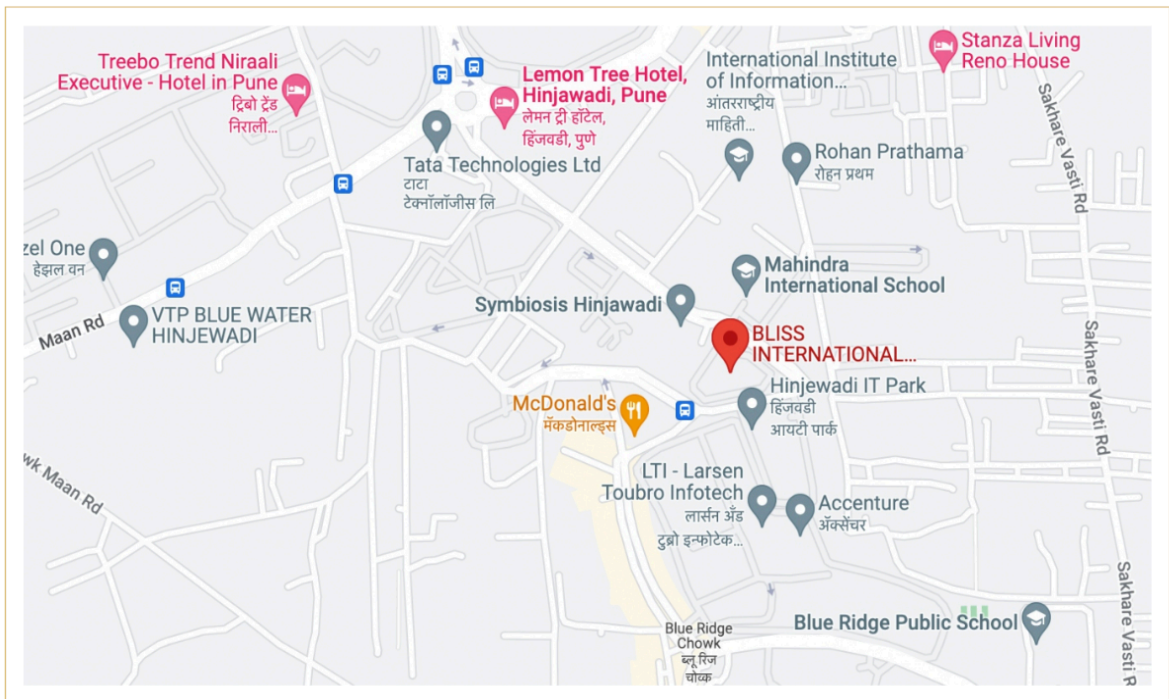


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