



DP ASSESSMENT POLICY

Kothari International School(KIS), Noida

MISSION STATEMENT:

The International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging 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.

Kothari International School, Noida's Mission Statement

Kothari International School epitomizes the vision of making learning meaningful, collaborative and immensely enjoyable. Our endeavor is to empower our students with knowledge and skills through engaged learning; ensure pursuit of tertiary education of their choice and make them custodians of their own physical, emotional and spiritual well-being. Our students shall endeavor to maintain and improve the quality of life-without damaging the planet for future generations. Each member of Kothari International School fraternity is in pursuit of a Perfect Score in all spheres of Life. We realize today, more than ever, that we are an interdependent world. We expect our students to appreciate the diversity and understand the value of unity. Our students shall understand their rights and responsibilities. Thus, being empowered with knowledge and skills, they shall learn to contribute towards a Zero Conflict World. Our students shall seek seamless transition into adult life; become useful members of the communities in which they live and promote tolerance, world peace and tranquility.



Philosophy and Principles

We believe that assessments are an integral and important part of our growth and are stepping stones to promote qualitative life-long learning in our students. Assessing a students' progress is a continuous process which promotes an inclusive approach for all stakeholders in the development of a child. It is used to provide information about student performance in areas of both strength and challenges.

Assessments provide information on the efficacy of a programme. They focus on what the students know and understand; their abilities and emotions at different stages of the learning cycle, with the aim of assessment being to maximize the potential of each student.

The assessment process is transparent with all the stakeholders and allows the students to build confidence in their abilities and take ownership of their learning achievements.

IB expectations for schools regarding assessment are outlined in the programme standards and practices document:

Standard C4: Assessment

Assessment at the school reflects the IB assessment philosophy.

- Assessments are an integral part of the teaching and learning process, which engages the student in inquiry, active learning and reflection.
- Assessments support the development of the student holistically, encompassing the physical, emotional, mental, social dimensions of their being.
- Assessment is criterion-referenced, meaning that student work is judged against the standards and objectives defined by the IB as per the subject guidelines, rather than by comparison with other students.
- Assessment is varied and balanced, using a range of methods and tools to measure different aspects of student learning, such as knowledge, understanding, skills, attitudes, and values.
- Assessment is formative and summative, providing ongoing feedback to students and teachers to inform and improve learning, as well as final judgments of achievement at the end of a course or programme.
- Assessment is authentic and relevant, reflecting the real-world contexts and issues that students encounter in their studies and beyond.
- Assessment is collaborative and transparent, involving students, teachers, parents, and administrators in the planning, implementation, and evaluation of assessment practices.



Types Of Assessments

The Kothari International School (KIS), Noida implements the following types of assessments:

Pre-assessment

Formative assessments,

Summative assessment,

and External assessments.

- ❖ The pre-assessments are usually in the forms of quizzes, short writing tasks, discussions, etc, and are done at the beginning of the session to gain understanding of the Cohorts prior knowledge and level of ATL skills.

For example, in the subject Language Acquisition, these assessments are conducted to gauge the level of the student in terms of emergent, capable, or proficient.

These assessments will enable subject teachers to rework or modify the activities, learning strategies, and assessments planned for the unit, to ensure a better outcome in terms of learning and understanding.

Thus, it is important to understand that the unit planner created is dynamic and supports an effective teaching-learning process.

- ❖ The formative assessments are methods of receiving feedback on a regular basis, i.e to gain understanding on the effectiveness of specific teaching strategies. These strategies' can be in the form of discussions, pop quizzes, reflective writing tasks, leading up to the summative assessment, research, etc.

These assessments, similar to the pre-assessments, also provide the subject teachers with data to alter the processes followed for the unit. These can be the strategies used, the way of communication, or the choice of assignments/assessments such as presentations, reports, recordings, process journals, etc. The facilitators also have the opportunity to expand the range of content or task specifications to give each student a fair chance to perform to the best of their abilities. In the DP, the formal summative assessment pattern can be adapted and used for formative assessment to enrich the learning process.

- ❖ Summative assessments are those which assess the different aspects of the subject studied & explored. This could be the knowledge, understanding, investigation, analysis, etc. They



are focused & aimed at determining the level of competency of a student based on a prescribed set of rubrics, at the end of each topic /unit. These assessments should be aligned with the objectives of every subject as per the subject specific guide. This ensures a consistency in the evaluation process and provides validation for progress, whenever it happens. For the DP, the term end exams are also considered as summative assessments, and these contribute towards the generation of predicted grades. These assessments are based on the subject specific criteria and help in the progression of the student.

- ❖ External assessments are those which are evaluated by external IB examiners. This is a mandatory process followed for all the submissions on the IB information system (IBIS) portal for external review (moderation) within the given timeframe. The process for registration, candidate work submission, and the follow up procedure will be informed by the DPC during the orientation and parent-teacher-student conferences.

The formal summative assessments for DP are externally assessed, which are internationally benchmarked, and contribute to the final diploma qualification. The ones that are internally assessed are then submitted to the IB for confirmation of the standard by an external moderator.

The Visual Art students need to hold an exhibition with all their tasks and prep sheets as the mandate given by IB. These pieces should be original and should not be clicked until the Formal IB results are declared.

- ❖ The process for registration, candidate work submission, and the follow up procedure for DP will be informed by the Diploma Programme Coordinator (DPC).
A two-year school submission calendar will be prepared with the support of all the subject teachers and shared with the parent and student community during the orientation, and first month of school. This supports the students and teachers in their planning and implementation.

DP ASSESSMENTS, EVALUATION, & DIPLOMA QUALIFICATION:

A. Requirements for the IB Diploma:

[Information as per the IB Diploma Programme Assessment Procedures, 2024]:

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 are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. (Appendix A)
- CAS must be completed in order to pass the diploma.
- The overall maximum points from subjects, TOK and the EE is therefore 45.
- 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.

In order for a student to qualify for the diploma (the certification at the end of the IB DP), they must meet the following requirements:

- DP category candidates must study 6 subjects, plus the 3 core subjects—EE, TOK & 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 following additional requirements:
 - o CAS requirements have been met.
 - o There is no “N” awarded for TOK, the EE or for a contributing subject.
 - o There is no grade E awarded for TOK and/or the EE.
 - o There is no grade 1 awarded in a subject/level.
 - o There are no more than two grade 2s awarded (SL or HL).
 - o There are no more than three grade 3s or below awarded (SL or HL).
 - o The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
 - o 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.

B. The DP subjects and core requirements:

In the DP, students are assessed in six subjects and the DP core components: Theory of Knowledge, Extended Essay, and CAS (creativity, activity, service).

Students are required to choose one subject from each of the six subject groups given below and if any student has a requirement to opt for an additional subject in any group, then they will be allowed to drop the group six after the discussion with the Diploma Programme Coordinator.



These subjects are then studied at the Standard Level (SL) or the Higher Level (HL). Students are required to choose 3 HL subjects and 3 SL subjects; the choice will be based on their future aspirations/ prerequisites for college courses.

In the case of a student opting to apply for the Indian medical entrance examination to go the medical professional route, after receiving approval from IB through the DPC and Head of School, the student can apply for the “non-regular Diploma” track wherein they choose Physics, Chemistry, and Biology from Group 4, thus leading to a total of six subjects in addition to the core components.

Students can also pursue all three Sciences along with the core subjects where one of the group 4 subjects is taken as an additional subject. This path is advised only if the student is clear about the academic rigor of the Diploma Programme along with certainty of pursuing medicine. The 7th subject is not supported by the school within the stipulated Time table, but support will be provided after mutual discussion and agreement with the Head of school, to the student for successful completion of the learning.

The DP subject offerings at KIS:

IB DP SUBJECT GROUPS	SUBJECT CHOICES
Group 1: Studies in language and literature	English A: Language and Literature
Group 2: Language acquisition	French SL/Ab
	Hindi
	Spanish SL/Ab
Group 3: Individuals and societies	Business Management
	Economics
	Digital Society /ESS**/Psychology **
Group 4: Sciences	Physics
	Chemistry
	Biology
	ESS**
Group 5: Mathematics	Analysis and approaches



	Applications and interpretation
Group 6: The Arts	Visual arts
** Subjects to be offered in future	

The three core elements of the IB DP are:

1. **CAS programme:** It is important that students undertaking the diploma programme engage in the CAS (creativity, activity, service) component. It is done on a weekly basis spanning at least 18 months with a reasonable balance between the three aspects.
2. **Extended Essay:** The student must complete a 4000-word essay based on independent research on an individually developed research question. This process will occupy approximately 40 hours under the supervision of a facilitator.
3. **Theory of Knowledge:** This course requires a two-year period of study of at least 100 teaching hours, and for assessment, the student will create a display for an exhibition and complete an essay with a maximum length of 1600 words.

C. DP Evaluation and Reporting

- The evaluation of assessments in the IB DP are criterion-referenced as per the subject specific rules and guidelines set by IB.
- The academic progress of students in the DP is evaluated by conducting assessments on a regular basis by having 2 Mid-Term exams and 2 Semester exams in an academic year. This also includes formative assessments conducted for the IB Internal Assessments (IA)
- Detailed Performance Reports and Consolidated Reports are generated and shared with the parents in the Parent Teacher Meetings and Student Led Conferences which are conducted after every semester examination. The performance reports do not include the final Internal Assessment marks/grades.
- To support students in their pursuit of higher education, predicted grades will be provided in DP Year 2. The predicted grades are sent to the university or to the college admissions consultant upon request from the students & parents.
- The Diploma certificate is provided by the IBO post evaluation of the main assessments for the DP which happens at the end of Year 2 of the programme.



ABSENTEEISM DURING ASSESSMENTS

In the case of absenteeism during summative assessments in the DP, the specific situation will be reviewed and assessed by the team comprising of the subject facilitator, DPC and the Head of School, and then the final verdict will be given.

As a general procedure the examinations will not be reconducted.

On grounds of serious illness or medical condition, students may be considered for retaking the assessments. However, absenteeism during IB Examinations is subject to the policies set by the IBO.

DIFFERENTIATION AND ACCOMMODATION

Students with different learning needs will be provided with differentiated tasks during formative assessments to ensure inclusive learning. The aim is not to dilute the content/context or hinder the learning process and is to provide a platform for the student to exhibit skills by reducing the obstacles faced by the student with learning support requirements. The adjustment may involve changes to the output or the mode of communication/presentation, but the learning objectives and outcomes will be maintained. This will also aim to ensure the student gradually starts taking the main stream

A meeting will be held in which the parent, subject teacher, DPC and the Head of School will discuss the accommodation requirements for a student to take up the IB examinations. This will also include provision of a certificate by an authorised institution regarding the learning needs of the student.

Post this, the necessary steps will be taken to inform the IB about the same so as to be informed about the accommodations that can be made available for the student.

This assessment policy is aligned with the **inclusion policy** and the school's philosophy to further spread awareness on the methods followed by the school to promote inclusivity.

PARENT-TEACHER-STUDENT CONFERENCE

The aim of the parent-teacher-student conferences is to share information with both the students and parents, while also gaining a better understanding of the child's performance or progress in class.



These meetings happen at the end of every semester, and it allows the parents and the students to interact with all the subject facilitators and even the DPC and Head of School, if required.

During these conferences, the student shares what they have done during the term, the areas of strength, and areas where they require help and need to improve and the subject teacher also encourages the goal to be set by the student which is then revisited during the second conference.

Then the parent/guardian shares what they have observed in terms of the student's activities at home and outside the school. The teacher then shares anecdotes, and information about the student's learning needs and progress.

ROLES & RESPONSIBILITIES:

Implementing the assessment policy requires the active involvement and collaboration of various stakeholders. By following these guidelines, all stakeholders can work collaboratively to create a supportive and effective assessment environment that promotes academic integrity, student growth, and success

For Students:

- Ensure punctuality and attendance of all classes with all necessary materials required for the sessions.
- Familiarize themselves with the DP assessment criteria relevant to their subjects and grade levels.
- Actively participate in formative and summative assessments, ensuring timely completion of assignments, projects, and examinations.
- Maintain academic honesty by avoiding plagiarism, cheating, or any form of malpractice during assessments. (Please refer to the **academic integrity policy** for more details).
- Engage in self-assessment, reflect on feedback received, and take initiative to improve learning based on feedback.
- Plan and manage their time efficiently to meet deadlines for internal and external assessments.

For Teachers:

- Provide clear assessment guidelines, criteria, and rubrics to students at the beginning of each assessment task.
- Allocate sufficient time for students to complete assessment activities, considering their complexity and requirements.
- Provide guidance to students on accessing relevant materials and resources essential for successful completion of assessment tasks.



- Offer timely and constructive feedback to students, highlighting strengths and areas for improvement.
- Use a variety of assessment methods, including formative and summative assessments, to evaluate student understanding and skills.
- Collaborate with fellow teachers to ensure consistent assessment practices across subjects and grade levels.
- At the end of each semester, analyze students' performance and achievements in their respective subjects through collaborative meetings with colleagues.
- Engage in continuous professional development to stay updated with the latest IB assessment policies and practices.

For Coordinators:

- Ensure effective implementation of the assessment policy, procedures, and guidelines within the school.
- Provide training and support to teachers, students, and parents on assessment policies, practices, and expectations.
- Monitor assessment practices and provide feedback to teachers to improve teaching and learning.
- Organize and facilitate collaborative meetings among teachers at the end of each semester to discuss and analyze students' performance and achievements in alignment with IB standards and expectations.
- Collaborate with facilitators, students, and parents to ensure alignment with IB assessment standards and practices.
- Continuously review and update assessment policies, practices, and procedures to enhance the effectiveness and integrity of the DP programmes.

For Parents:

- Create a supportive environment at home that encourages academic integrity and responsible learning.
- Stay informed about the academic integrity and assessment policies, internal assessment and examination schedules, and expectations by attending all parent-teacher conferences.
- Maintain open communication with teachers through emails to discuss student progress, assessment results, and any concerns or challenges.
- Encourage students to develop self-management skills, including time management, organization, and effective study habits.
- Support students in maintaining a balance between academic responsibilities, extracurricular activities, and personal well-being.



POLICY REVIEW PROCESS:

The Assessment Policy Committee comprising the Head of School, DPC, and subject teachers will meet once a year to review the policy.

Policy Designed: January 2024

Next Review in: March 2025

Appendix A

TOK and Extended Essay Rubric

Theory of knowledge					
	A	B	C	D	E
Extended essay	A	3	2	2	2
	B	2	2	2	1
	C	2	2	1	0
	D	2	1	0	0
	E	Failing condition			

Appendix B

Grade Boundaries:

GROUP 1 STUDIES IN LANGUAGE AND LITERATURE	HL			SL		
	GRADES	LB	UB	GRADES	LB	HB
	1	0	19	1	0	19
	2	20	34	2	20	34
	3	35	44	3	35	44
	4	45	56	4	45	59
	5	57	67	5	60	70
	6	68	79	6	71	80
	7	80	100	7	81	100
GROUP 2 LANGUAGE LITERATURE LANGUAGE B	HL			SL		
	GRADES	LB	UB	GRADES	LB	HB
	1	0	19	1	0	19
	2	20	34	2	20	34
	3	35	44	3	35	44
	4	45	59	4	45	59
	5	60	70	5	60	70
	6	71	84	6	71	84
	7	85	100	7	85	100
LANGUAGE B AB INITIO	SL					
	GRADES	LB	UB			
	1	0	14			
	2	15	34			
	3	35	49			
	4	50	59			
	5	60	74			
	6	75	89			
	7	90	100			



GROUP 3 INDIVIDUALS & SOCIETIES													
BUSINESS MANAGEMENT	HL			SL			PSYCHOLOGY	HL			SL		
	GRADES	LB	UB	GRADES	LB	UB		GRADES	LB	UB	GRADES	LB	UB
	1	0	14	1	0	14		1	0	14	1	0	14
	2	15	25	2	15	25		2	15	29	2	15	29
	3	26	40	3	26	40		3	30	39	3	30	39
	4	41	53	4	41	53		4	40	49	4	40	49
	5	54	64	5	54	64		5	50	59	5	50	59
	6	65	79	6	65	79		6	60	74	6	60	74
	7	80	100	7	80	100		7	75	100	7	75	100

ECONOMICS	HL			SL		
	GRADES	LB	UB	GRADES	LB	UB
	1	0	14	1	0	14
	2	15	25	2	15	25
	3	26	40	3	26	40
	4	41	54	4	41	54
	5	55	64	5	55	64
	6	65	79	6	65	79
	7	80	100	7	80	100

GROUP 4 SCIENCES													
PHYSICS	HL			SL			CHEMISTRY	HL			SL		
	GRADES	LB	UB	GRADES	LB	UB		GRADES	LB	UB	GRADES	LB	UB
	1	0	19	1	0	19		1	0	19	1	0	19
	2	20	34	2	20	34		2	20	34	2	20	34
	3	35	44	3	35	44		3	35	49	3	35	49
	4	45	55	4	45	55		4	50	59	4	50	59
	5	56	69	5	56	69		5	60	70	5	60	70
	6	70	79	6	70	79		6	71	80	6	71	84
	7	80	100	7	80	100		7	81	100	7	85	100
BIOLOGY	HL			SL									
	GRADES	LB	UB	GRADES	LB	UB							
	1	0	19	1	0	19							
	2	20	34	2	20	34							
	3	35	49	3	35	49							
	4	50	59	4	50	59							
	5	60	70	5	60	70							
	6	71	804	6	71	84							
	7	81	100	7	85	100							



GROUP 5 MATHEMATICS: ANALYSIS & APPROACHES						GROUP 6 THE ARTS: VISUAL ARTS					
HL			SL			HL			SL		
GRADES	LB	UB	GRADES	LB	HB	GRADES	LB	UB	GRADES	LB	HB
1	0	14	1	0	19	1	1	14	1	1	14
2	15	29	2	20	35	2	15	25	2	15	30
3	30	40	3	36	46	3	26	40	3	31	44
4	41	55	4	47	57	4	41	52	4	45	55
5	56	70	5	58	68	5	52	68	5	56	68
6	71	79	6	69	79	6	69	79	6	69	79
7	80	100	7	80	100	7	80	100	7	80	100

Bibliography: The following assessment resources were consulted in the creation of this document:

International Baccalaureate Organization, Guidelines for developing a school assessment policy in the Diploma Programme

<https://mics.edu.gh/Guidelines%20for%20developing%20a%20school%20assessment%20policy%20in%20the%20Diploma%20Programme.pdf>

International Baccalaureate Organization, Diploma Program Assessment Principles and Practice,

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

International Baccalaureate Organization (2014), Simplifying the diploma requirements and failing conditions.

<https://www.9lo.rzeszow.pl/wp-content/uploads/2020/06/DPrequirementsFailingConditions.pdf>

Sample Policy from other IB schools.

