



D Y PATIL
INTERNATIONAL SCHOOL
NAVI MUMBAI



Cambridge International School

ASSESSMENT POLICY

Rationale

At DYPIS we believe the main purpose of assessment is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do in order to continue to make good progress.

Assessment is a fundamental part of learning and teaching and therefore all students are entitled to assessment which is used effectively in managing and supporting their learning in all subjects. The assessment practices are specific, reflective and ever evolving and are criterion- referenced. They not only reflect the achievement of the learner but also aid in highlighting the areas of improvement.

Aim

The aim of this policy is to ensure a consistent approach to:

- How students' learning achievements, skills, knowledge, experience and understanding are measured against agreed criteria.
- The involvement of students in the assessment process to maximise motivation and progress.
- Provision of an accurate representation of student achievement for effective use in setting student targets, evaluating and planning schemes of learning.
- Provision of accurate and regular information for staff, students and parents.
- Acquisition of Learner Profile/attributes using the approach- Assessment for Learning (formative), Assessment of Learning (summative), and Assessment as Learning (metacognition)
- Evolution of the learner as a global citizen.

The assessment policy needs to contain the following:

- Appreciate the value and importance of assessment
- Adhere to all guidelines on assessment
- Provide a range of assessment opportunities in lessons
- Ensure that assessment informs the learning of pupils
- Ensure that students understand what is being assessed and know how to improve
- Use assessment results, target levels and next step targets to motivate students
- Enter relevant assessment data onto the Report Card for all classes.
- Use available data on students to inform planning and personalising learning.
- Ensure assessment tasks are differentiated to assist students understanding
- Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers.

Subjects and Assessment:

At DYPIS the academic programme is categorized into Cambridge Primary, Cambridge lower secondary, Cambridge Upper Secondary, Cambridge Advanced and The International Baccalaureate Diploma Programme.

Depending upon the requirement of the curriculum we offer a three-language formula from Grade 3 to Grade 10 wherein, English is necessarily the first language. At secondary level we offer 3 languages– English as a compulsory first language and a choice of one of the following as the second language - Hindi/French and Marathi along with choices in Sciences, Management Studies, Mathematics and Humanities. At senior secondary level we offer two languages.

Each subject or stream has its own assessment demands depending upon the learning objectives or outcomes.

- For Languages the assessment is aimed at ascertaining the acquisition of reading, listening, writing and speaking skills.
- In Mathematics assessments are aimed at appreciating the analytical and language skills of the learner.
- In Sciences the emphasis is laid on thinking, investigating, experimentation and recording.
- Students of Managerial Studies are assessed on their investigative, analytical, reflective, applications, planning and the decision-making capabilities.
- In Humanities the emphasis is more on memory, research, comprehension, recording and reflections.

Assessments:

Formative Assessment

In the Cambridge Primary Programme, Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Through a variety of methods, ongoing and regular assessment is used during the teaching and learning process to inform teachers and students about how the learning is developing.

We, in the Primary school, assess many different areas in many different ways, not relying upon any one worksheet/assignment/review. Regular assessments are in the form of revision worksheet, oral activities, class activities, projects, research, team activities, games, quiz, home assignments, speaking activities etc as and when required during the term with/without prior notice.

In the **Cambridge Lower Secondary Programme**, the Formative assessment is based as follows:

The language curriculum assesses oral and written work, with at least one formal assessment per unit, using the "assessment for learning" methodology. Students are asked to prepare presentations, read stories, recite poems, do a role play based on characters from the Rapid Reader, present a book review, prepare a newspaper based on the activities planned in school, make a movie and so on.

In mathematics, students are assessed formatively during the year through various forms such as Class Tests, Mental Math Quizzes, Homework and Assignments. In Science, assessment covers scientific enquiry with the tests focusing on practical and theoretical understanding. In computing, technical skills and digital knowledge is tested. Computing includes both theoretical and practical skills. Social sciences include the sub-parts of History, Civics and Geography where use of maps, role-play, games, presentations encourages active learning.

During the course, students are encouraged to become reflective and critical learners through evaluating their own strengths and weaknesses, and setting themselves realistic, attainable targets for improvement with guidance from their teachers. The acquisition of skills is assessed through a variety of tasks – including graph, pie chart, picture description, identification, elimination, write-ups, essays, newspaper articles, decision-making exercises, presentations etc. – are set at any point during the unit.

In the Cambridge Upper Secondary, Cambridge Advanced and The IB Diploma Programme the Formative assessments range from debates, speeches, talks, extempore, to creative writing, power point presentations, quizzes, role plays, dramatizations, etc. In mathematics, students are assessed through quizzes, number games, puzzles, real life measurement activities, graph plotting, etc. The students of science are assessed formatively through projects, experiments in the laboratories as well as in the field trips, quizzes, power point presentations, model making – static and working, etc. In the sphere of managerial studies formative assessments happen through discussions, presentations, case studies, talk shows, etc. The students of humanities are assessed through quizzes, role plays, field trips, short projects, speeches, etc.

Types of Formative assessment could also be:

- Tests
- Note Taking Skills
- Quizzes
- Research papers
- Presentations
- Class participation
- Group discussion
- Experiments
- Assignments
- Open Book Assignments
- Debates
- Project Work
- Collaborative Reviews
- Differentiated assessments

Summative Assessment

In **Cambridge Primary**, summative assessments take place at the end of a learning unit /a lesson/concept in the form of informal review worksheet/assignment/ classroom activity/ quiz. This gives students the opportunity to demonstrate what has been learned. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time.

Summative assessments in **Cambridge Lower Secondary, Cambridge Upper Secondary** are, to a great extent, external examination oriented and have very limited freedom since they are more or less designed on the pattern of examination conducted by the IGCSE Qualification.

Cambridge Advanced and The IBDP summative assessments are designed on the pattern of the AS/A Level Qualification and The Diploma Programme requirement only.

The summative assessment happens in the form of two well documented and recorded unit cycles and two terminal examinations. The students who are writing the two-year term-ending examination (IGCSE, AS and IBDP) are specifically exposed to mock examinations to prepare them for the final certificate / diploma exam.

**COLLATED ASSESSMENT SCHEDULE
MIDDLE SCHOOL, SECONDARY & SENIOR SCHOOL**

Timeline	Grades-6 to 8	Cambridge upper secondary	IB Programme Diploma	Cambridge Advanced-AS/A Level
August-September	Cycle test -1	Cycle test -1	Cycle test -1	Cycle test 1
October/November	Term 1 review	Term 1 review	Term 1 review	Term 1 review
January-February	Cycle test -2	Cycle test 2-grade 9/ Mocks and IGCSE Final Gr 10	Cycle test -2-IBDP-1 and IBDP 2	Cycle test-2-AS Levels Mocks and Final A Level Exam
March	-	Final grade 10 IGCSE	Mock-IBDP-2	Mock-AS Level Final A Level Exam
April-May-June	Term 2 review	Term 2 review-Grade 9	Term 2 review-IBDP-1 Final IBDP2 Exams	Final AS Level Exam

Assessment Practices at DYPIS:

Cambridge Primary:

The assessment pattern develops learners' skills and understanding through the primary years in English as a first or second language, Mathematics, Science, Cambridge Global Perspectives and Computing(in place of ICT).

Cambridge Primary is an excellent preparation for Cambridge Lower Secondary, and for progression to other educational systems. For each subject, the curriculum framework is a series of learning objectives for each stage presented in different content areas, or strands.

Curricular and Co-curricular activities in Primary Section

- Language - English
- Indian and Foreign Languages – Hindi, French (only from Grade 3)
- Mathematics
- Science
- Themes (Grades 1 and 2)
- Global Perspectives (Grades 3,4 and 5)
- Computing
- Art and Craft
- Music
- Games and Sports Program
- Taekwondo
- Rhythm and Movement
- Performing Arts

Assessment is based on the following parameters:

English- Grammar, comprehension and creative writing, reading, handwriting, spelling and speaking and oral fluency

Mathematics - Math is assessed under: Data handling, Application and reasoning, problem solving- Computing, calculating and interpreting answers, Measurement and shapes and Mental Math

Science - Science is assessed under: Understanding of concepts, demonstrating and responding to scientific inquiry, Planning, recording observation and drawing inferences.

Themes -Themes is assessed under the following heading: Knowledge, Understanding of concepts, Recording and presentation of information, Development of skill and attitude, Reflection and action

Other Languages Assessed under: Listening, Reading, Speaking, Writing skills

Computing - Computational thinking and Problem solving.

Assessment Tools used

- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work.
- **Checklists:** Lists of information, data, attributes, or elements that should be present.
- **Anecdotal Records:** Anecdotal records are brief, written notes based on observations of students.
- **Exemplars/Benchmarks:** Samples of students' work that serve as concrete standards against which other samples are judged. Benchmarks/ Exemplars can be used in conjunction with rubrics and continuums.
- **Portfolios:** A portfolio is one method of collecting and storing information that is a record of students' involvement in learning and is designed to demonstrate higher order thinking, creativity, assessment strategies and reflection.

Reporting to parents:

The child's academic progress and update on performance is shared with parents during each term.

- Term 1- July- Mid October
- Term 2- Mid October – Mid February
- Term 3- Mid February - May

Cambridge Lower Secondary:

The Lower Cambridge Secondary/Middle school assessments are to build on the Primary years learning, and develop children's knowledge and skills across the core curriculum areas.

Subjects at the Lower Cambridge Secondary Programme

- English
- Sciences (Physics, Chemistry, Biology)
- Mathematics
- Hindi as a second language/French as a foreign Language
- Social Studies (History, Civics/Geography)
- Computing (in place of ICT)
- Global Perspectives

All subjects are compulsory for students in Lower Secondary. They have the option to choose their second language/foreign language in grade 6.

Grading in Lower Secondary

The overall academic grading is based on the CIE Scale of A* to the U. The student's overall performance in individual subjects is graded as follows:

A* = 90 to 100 marks

A = 80 to 89 marks

B = 70 to 79 marks

C = 60 to 69 marks

D = 50 to 59 marks

E = 40 to 49 marks

F = 30 to 39 marks

G = 20 to 29 marks

U = 0 to 19 marks

Reporting:

The Middle school has a system of assessing the students through Unit Tests (Cycle test I &II), term examinations (I & II). 40% weightage is given to Internal Assessments and 60% weightage is given to external assessments in grades 6th, 7th and 8th. Computer generated progress reports are provided at the end of each academic term. The report card is graded according to the grade threshold mentioned along with the individual observations made by subject teachers.

Cambridge Upper Secondary (IGCSE) and Cambridge Advanced- AS and A Level- GCE

DYPIS has a system of assessing the students through Cycle Tests (I and II), Term Examinations. Grade 10, AS and A Levels have Mock Examinations before their external examination.

20% weightage is given to Internal Assessments and 80% weightage is given to external assessments in grade 9 and the ratio is 20% and 80% respectively for grade 10, AS and A Level while compiling the term 1 result sheet. For Grade 10, AS and A Level Mock examination, the external assessment weightage is 100%.

AS and A Level is a staged assessment system at DYPIS, where AS students appear for the final AS Level Exams in the May-June series and then the A Level Exam in the March series of the following year.

Students choose 7 subjects with at least 1 from each group in Grade 9:

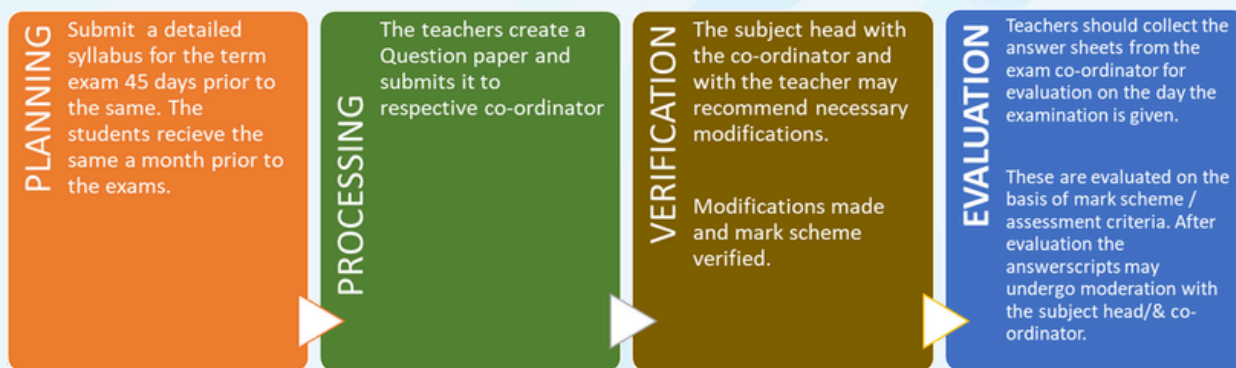
- Languages-First Language English, French, Hindi
- Humanities and Social Sciences-English Literature, Economics, EVM, Global Perspectives
- Sciences-Physics, Chemistry, Biology, EVM
- Mathematics- Mathematics and Additional Mathematics
- Vocational- Business Studies, ICT (will be discontinued after 2025), Computer Science (is offered in place of ICT), Accounting, GP
- Grades are awarded on the basis of the quality of their investigatory project in grade 9 and is a part of their summative assessment
- In compliance with the state educational policy Marathi is offered as a third language. However, it is assessed internally and is not a part of the IGCSE Final examinations.

Students choose 5/4 subjects with in AS Level:

- Mathematics and Science- Physics, Chemistry, Biology, Psychology, Information Technology and Mathematics
- Humanities and Commerce-Business, Accounting, Economics
- English General paper

In Grade 9 and AS, after the students opt for a subject, within a month if they fail to comply with the expected standards, they are counselled and advised to either opt for an alternative syllabus/subject.

Flow chart:



Grade thresholds explained:

- The students are awarded grading as per the grade boundaries set by the school in accordance with the Grade thresholds released by Cambridge International Examinations.
- Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.
- Students are graded as per the Cambridge Grade Scale of ‘A*’ to ‘G’ for IGCSE ; ‘a’ to ‘e’ for GCE AS Level. (‘a’ representing the highest level of achievement) and ‘A*’ to ‘E’ for A Levels.

- The Grading and marking of summative assessments follow marking schemes in the different subject areas. The mark schemes are created by the subject teachers after discussion with the head of the department.
- The assessment criteria in the in-house mark schemes are in line with the mark schemes of the CIE.
- The students are informed of the general grading criteria well in advance, at the beginning of the academic year and subsequently in the course of the year through the general guidelines in the hand book, orientation programmes and classroom practices.

The Coordinator also organizes periodic meetings between the teachers and parents of the learners to apprise them with the progress. If any student faces difficulty with the opted subject choice, the coordinator along with the career counsellor guides such students to choose a better option after assessing the attributes and skills of such a student.

Standardization and moderation

The process of standardization is enabled through the practice of bringing about parity in the corrections. The procedure is as follows:

1. Different teachers teaching the same subject at the same level correct the assignments/ answer scripts.
2. After the process of correction, the subject teachers interchange sample scripts of students of different abilities.
3. Marking scheme and grading pattern is discussed, based on which the marks are awarded.
4. Respective Subject heads moderate the assessed papers in presence of the section coordinator before showing the corrected work to the students.

Open House/Report Card

The report card that reflects the child's continuous comprehensive assessment is an elaborate document wherein each subject teacher assesses the child on various criteria and comments upon it. We also include the observations of the subject teacher that is reviewed by the section coordinator to gauge the performance of the student and his/her acquisition of the Cambridge Learner's attribute. Computer generated progress reports are provided twice a year at the end of each academic term.

Strength and Opportunities Analysed

Coordinators share a feedback form with the subject teachers prior to the open house. Detailed feedback about the child is given to understand the strengths, opportunities and a positive plan of action (Enrichment classes)

Answer scripts with specific feedback are shared with the students and parents.

Predicted Grades

The predicted grade is awarded to the student before she / he proceeds for the final written examination. This predicted grade is compiled on the basis of the learner's two-year performance; the learner's performance in the internal assessments and the teachers' observation and perception

Collaborative Examination Planning

- The School Examination department in collaboration with the CIE schedules the Final examinations.
- Invigilator's meeting is conducted in presence of the coordinator, so that examination is scheduled and conducted as per the Cambridge norms.

IGCSE and A Level examinations are theoretical so far as final evaluation and awarding is concerned.

- occur thrice a year, in March, June and November
- results are issued in May, August and January.
- At DYPIS we offer March series for A Level qualification and May/June Series for IGCSE AS Level.
- From AY 2026, we shall be offering March Series for IGCSE
- Access arrangements are made need based with prior permission from Cambridge International.

The IB Diploma Programme

The **International Baccalaureate Diploma Programme** is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme framework is made up of DP core and six subject groups. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Diploma Programme candidates are required to select one subject from each of the six subject groups. Three subjects are taken at higher level (HL) and three at standard level (SL). Higher level courses represent 240 teaching hours; SL courses cover 150 hours.

The Assessment Programme (Grades 11-12)

Strict rules are laid down by the International Baccalaureate Organisation and the School must obey these, both to maintain the integrity of the Assessment process and to serve the best interests of students. The rules which govern Assessment in Grades 11 and 12 are stated in this section.

For each subject in IB Diploma, the respective subject teachers will publish an **Assessment Programme** early in the academic year. The Assessment Programme will indicate

- The Assessment Tasks which will take place throughout the academic year.
- In general terms what syllabus outcomes each Task is intended to measure.
- Approximately when each Task will occur (with specific dates to be supplied later)
- What percentage of the final Assessment mark each Task contributes.

Methods of assessment

The Nature of the assessment varies with each subject, but in general the pattern is as follows:

Every diploma candidate must give evidence of ability to carry out independent research work in the form of:

- a) An Extended Essay in one of the six subjects of the diploma. The essay is assessed by an external examiner and must be accompanied by a report from the teacher.
- b) Guided Coursework in all subjects. This work is internally assessed by the subject teacher who guided the candidate and is moderated by an external examiner.

- c) Oral examinations in languages are conducted by means of recorders.
- d) Internal assessment is used for Theory of Knowledge and for some parts of the examination in certain subjects.
- e) Diploma candidates take written examinations during May. The written examinations include a variety of techniques such as essays, short answer questions, and multiple-choice objective tests. They are prepared and assessed by the examining panels responsible for each subject.

Grading Scheme

Each of the six subjects offered is graded on the following scale:

- Grade 7 = Excellent
- Grade 6 = Very good
- Grade 5 = Good
- Grade 4 = Satisfactory
- Grade 3 = Mediocre
- Grade 2 = Poor
- Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of internal assessment methods. Up to **3 bonus points** can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay.

The maximum score a student can get in IB Diploma is 45, (42 from the six subjects and a maximum of three points available for the combined performance in the Extended Essay and Theory of Knowledge).

Award of the Diploma

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

The IB diploma will be awarded to a candidate whose total score is 24 or above points, provided all the following requirements have been met.

1. All CAS requirements have been met.
2. The candidate has scored a total score of 24 or above points.
3. No N has been given for theory of knowledge, extended essay or for a contributing subject.
4. There is no E grade awarded for one or both of the theory of knowledge and the extended essay.
5. There is no grade 1 awarded in a subject /level.
6. There is no Grade 2 awarded three or more times (HL or SL).
7. Overall, there are no Grade 3 or below awarded four or more times (HL or SL).
8. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects, the three highest grades count).
9. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).

Theory of Knowledge /Extended Essay Matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	1 Failing condition*	Failing condition
	Grade B	3	2	1	1	0 Failing condition*	Failing condition
	Grade C	2	1	1	0	0 Failing condition*	Failing condition
	Grade D	2	1	0	0	0 Failing condition*	Failing condition
	Grade E	1 Failing condition*	0 Failing condition*	0 Failing condition*	0 Failing condition*	Failing condition*	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

GROUP 1 – Studies in language and Literature

For the majority of Candidates, Language A is the major language of the candidate. He/she will have native or near-native command of it, using it as a means of communication and a key to the study of other disciplines. The study of Language A promotes an appreciation of the wealth and subtleties of the language and an appreciation of its linguistic structures. The program is a means of developing an appreciation of the literature and culture of the student's own society. The international dimension is addressed in the World Literature component.

The assessment of Group 1, First Language, is a combination of the written Final Examination (external assessment), World Literature Analytical Essays (external assessment), and Oral Performance (internal assessment).

GROUP 2 – Language Acquisition

IB Diploma candidates come to their Group 2 Language choice with a range of competencies from the very competent bilingual candidate to the beginner with no previous knowledge of the target language.

Accordingly, two programs are available to encompass these levels of competence:

1. The Language B (HL or SL) program provides a foreign language course for students with previous experience of learning the language and is a communicative program. The assessment is a combination of Oral Performance (internal) and Written Examination (external)
2. The Ab initio program is a foreign language course, offered at Standard Level only, for students who have no previous experience of learning the target language. Assessment is through a combination of Oral Performance (internal) and Written Examination (external).

GROUP 3 – Individuals and Societies

The Individuals and Societies Group include many different aspects of the Humanities and Social Sciences. An essential characteristic of the disciplines in this group is that their subject matter is contestable and that their study requires learning to tolerate some uncertainty.

The assessment is through a combination of an internally assessed research paper called Guided Coursework and an externally assessed exam.

GROUP 4 - Sciences

The Sciences group is designed both to challenge the future scientist through the Higher Level courses and to provide the non-scientist with an understanding of scientific knowledge and practical skills. In all programs, the aim is to encourage an awareness of moral, ethical, and social responsibility in a technological age.

In all Group 4 subjects, the assessment is both internal (laboratory portfolios/scientific investigation, Collaborative science project) and external (written examination).

GROUP 5 - Mathematics

All Mathematics syllabuses attempt to recognize the dual nature of the subject by including items which are intrinsically interesting and worthy of study, and also items which may be required when students embark upon more advanced studies in mathematics and other subjects using mathematical techniques. Some courses are designed to facilitate further study, while others are terminal in nature. Since all IB Diploma candidates are required to complete a mathematics program, several courses exist to satisfy the various levels of competence required.

In all Group 5 subjects, the assessment is both internal (exploration/projects/portfolios or smaller assignments) and external (written examination).

Other Requirements

Students enrolled in the full Diploma Program must also complete three further requirements to earn their Diploma. These are:

1. An Extended Essay
2. Theory of Knowledge Essay (Externally Assessed) and TOK Exhibition Commentary (Internally Assessed)
3. Creativity, Activity, and Service (CAS)

Forms of Assessment

Formative Assessment

The school shall be having formative assessments for all subjects which include weekly tests, assignments, commentaries (for Economics), and practical (for Sciences). Further there would be a constant review by the subject teachers to ensure that assessment tasks which are not challenging for students/not yielding results are suitably modified for the next batch.

Types of Formative assessment could also be:

- Tests
- Note Taking Skills
- Quizzes
- Research papers
- Presentations
- Class participation
- Group discussion
- Experiments
- Assignments
- Open Book Assignments
- Debates
- Project Work
- Collaborative Reviews

Summative Assessment

The school conducts two term exams in Grade 11. In the second year again, there would be 1 term exam followed by a mock exam prior to the IB exams in May. These assist the students in revising for the topics and also assist teachers in generating the Predicted Grade for each student registered under their subject at the end of the 2 years.

Criterion Based Assessment

- Teachers organize formative and summative assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Individual student work is compared to set standards (the assessment criteria) as specified for each subject in the respective subject guides by IB.
- The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Special Assessment Arrangements

At the discretion of the DP Coordinator (or Head of school), the following arrangements are permitted in examinations.

- A student is permitted to take an examination in a separate room if it is in the best interests of the student or other students in the group. For example, lighting may be a particular consideration for a student with a visual impairment, or a room with an echo may be detrimental to a student with a hearing impairment.
- Furthermore, a student's condition or the nature of the special arrangement (for example, an amanuensis, a word processor) may disturb other students, in which case a separate examination room is justified.
- If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations will be observed. The student must be kept under the constant supervision of an invigilator.

- The coordinator may arrange for appropriate seating to meet the needs of individual students (for example, sitting near the front may be appropriate for a student with a visual or hearing impairment).
- A student may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant may be in attendance if this is necessary for the welfare or safety of a student. The assistant must not be another student or a relative of the student.
- A student who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.
- A student with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization.
- For a student who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

Special Examination Provisions

The International Baccalaureate Organisation (IB) has established procedures to assist candidates whose performance in Examinations may be affected by a physical or intellectual disability or problem.

Applications to IBO, however, must be submitted eighteen months prior to the respective IB Examinations. As considerable evidence is required, students considering making such an application are advised to commence the process as early as possible.

IBO application forms are available from the IB Director. Assistance in completing the form should be sought, in the first instance, from IBDP Coordinator.

Typical reasons for the granting of special provisions include visual or auditory difficulties, learning difficulties, fine motor difficulties, illnesses such as diabetes or asthma or psychological difficulties. Successful applicants will be granted provisions deemed appropriate by the IBO. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing, large print examination papers or examinations printed on coloured paper.

Once IBO has granted a special provision, the school will also endeavour to make the same provision during its own Examinations.

Students Affected By Temporary Circumstances

If a student is affected by a temporary circumstance such as illness, accident or similar adverse circumstances during the program and is not able to complete an assessment component, the missing mark procedure shall be used by IBO.

However, to be entitled for the above, the student should have completed at least 50% of the assessment for the relevant subject, which must include a written, externally assessed component.

Extensions

Extensions will only be granted by the DP Coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, he/she must apply in advance in writing to the Subject Teacher involved. The subject teacher will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

Electronic Submission Of Assessment Tasks

The school will not be responsible for unreadable, unusable or virus infected files or media. The school will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students are advised specifically to request acknowledgement by return email of the receipt of their work. Only receipts generated by the school's email system will be considered valid.

The Assessment Task should be readily identifiable on the medium.

The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

Failure To Submit Or Undertake an Assessment Task

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the teacher will advise the DP Coordinator, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the Task.

Alleged Malpractice In Assessment Tasks Or Examinations

Malpractice or cheating is defined as “dishonest behaviour by a student that gives them an unfair advantage over others”.

Allegations of plagiarism or other forms of malpractice will be reported to the DP Coordinator and Principal, who will consult with the respective teacher to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

Student Preparation

Revision of the portion covered during the term should be done for a minimum of one week before the term examination. Students should be given the following information well in advance.

1. Examination Timetable.
2. Examination Portion.
3. Examination Rules and Regulations.
4. Materials required during the examination of each particular subject.
5. Materials prohibited during examinations.

Absenteeism During Exams

If a student misses term examination because of a serious illness or medical condition, the respective Coordinator after discussion with the Head of School may at his/ her discretion conduct a re – exam provided the illness is verified.

With respect to IB board exams the policies set by the Board will be applicable.

No re-tests would be conducted for the student who misses any of their cycle tests unless a leave is due to medical reasons or the student was representing the school at some event/competitions.

Evaluation Of Assessment

The DP Coordinator shall analyse the student grades obtained after each assessment (formative and summative) to:

- Identify students with specific needs in certain areas whereby the respective subject teacher could spend more time with him/her after class hours.
- Check whether any change in teaching style or methodology would be required based on the assessment outcome.

Flow chart

The process represented in the flowchart below should be strictly followed:

1. The term examination should test the curriculum taught during that term in alignment with the approved Scheme of Work and Unit Plans and should strictly match the prescribed curriculum.

2. The cycle test questions and formative assessments should align with the assessment criteria of each subject as specified by each board so that all the learning outcomes are accurately reflected.



3. Submit a detailed syllabus for the term exam 45 days prior to the same. The students receive the same a month prior to the term exams

4. The teachers create a Question Paper and submit it to respective coordinator. The HOD /coordinator together with the teacher may recommend necessary modifications.



5. Teachers should collect the Answer Sheets from the Exam Coordinator for evaluation on the day the examination is given. These are evaluated on the basis of mark scheme/ assessment criteria. After evaluation the answer scripts may undergo moderation with the HOD/ and the coordinator.

6. The corrected paper can be shown to the student at the appropriate time frame in the scheduled class for their review and the mark scheme would be discussed in class.

7. The answer sheets are given back to the students at the end of the academic year/session / as per respective board guidelines. The signature of the parent is taken at the open house days after the feedback.

REPORTING

The school shall use the grading scale similar to that of IBO wherein 7 implies Excellent and 1 is Very Poor. This shall be done to familiarize parents with the IB Grading Scale and the assessment criteria. Further, it would be also made clear to parents that the school grades are not indicative of what the student could likely achieve in the final IB exams in May.

Besides reporting for 6 subjects, the school shall also report every semester on Theory of Knowledge wherein the grade shall be generated based on journal entries produced by the students in the semester. The grading criteria shall be:

- Originality
- Quality of Analysis – Identification and evaluation of KQ's
- Relevance to TOK

The grading scale followed for TOK shall be that of the IB (A to E).

The school also shall report to parents on the student's CAS Program, his/her achievement of learning outcomes. The students CAS Handbook shall be evaluated every semester by the CAS Coordinator for the same

Predicted Grades - IBDP Students

1. Prior to the respective board final Examinations, Predicted Grades of the students are required by the IBO.
2. The Predicted grades for grade 12 for Indian university application will be released by 21st May.
3. The Predicted grade for grade 12 is required for respective subjects by the first week of March.

Predicted grade should be an accurate representation of students Final Grade as far as possible and the confidentiality of the same should be kept by all concerned.

Communication of Assessment Policy

The Assessment Policy is introduced to the DYPIS community through the Curriculum Handbook/school website and during orientation sessions. New staff are familiarized with the document during the Teacher Induction programme.

Review and Monitoring of DYPIS Assessment Policy:

The assessment policy of the school is reviewed periodically as a part of the review cycle by the Principal, Coordinators and Subjects- in charge and deletions or corrections are made. The Policy has been last reviewed and updated on March 25th 2025

The Assessment Policy works in tandem with:

Admission Policy: The requirements of the programme are understood at the time of admission.

Language Policy: The implementation of the various forms of assessments takes into consideration the language requirements of students. Teachers also encourage subject specific terminologies, hence taking the role of language teachers too.

Academic Integrity Policy: The principles of academic honesty are well adhered to in the assessments.

Access and Inclusion policy: All assessments follow all specific requirements outlined by the Inclusion Policy.

References

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3. Cambridge Assessment International Education. Assessment for Learning. Cambridge Assessment International Education, Oct. 2019, <https://www.cambridgeinternational.org/images/271179-assessment-for-learning.pdf>
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ASSESSMENT POLICY