



NES INTERNATIONAL SCHOOL MUMBAI -IB CONTINUUM WORLD SCHOOL

SCHOOL CODE: 003810



ASSESSMENT POLICY

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ASSESSMENT POLICY

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ASSESSMENT POLICY

(Reviewed on 5th August 2019)

MISSION

We will strive to provide opportunities for both the intrinsic and extrinsic educational potentials of students, instilling in them a belief in life-long learning and thereby creating global leaders.

ASSESSMENT PHILOSOPHY

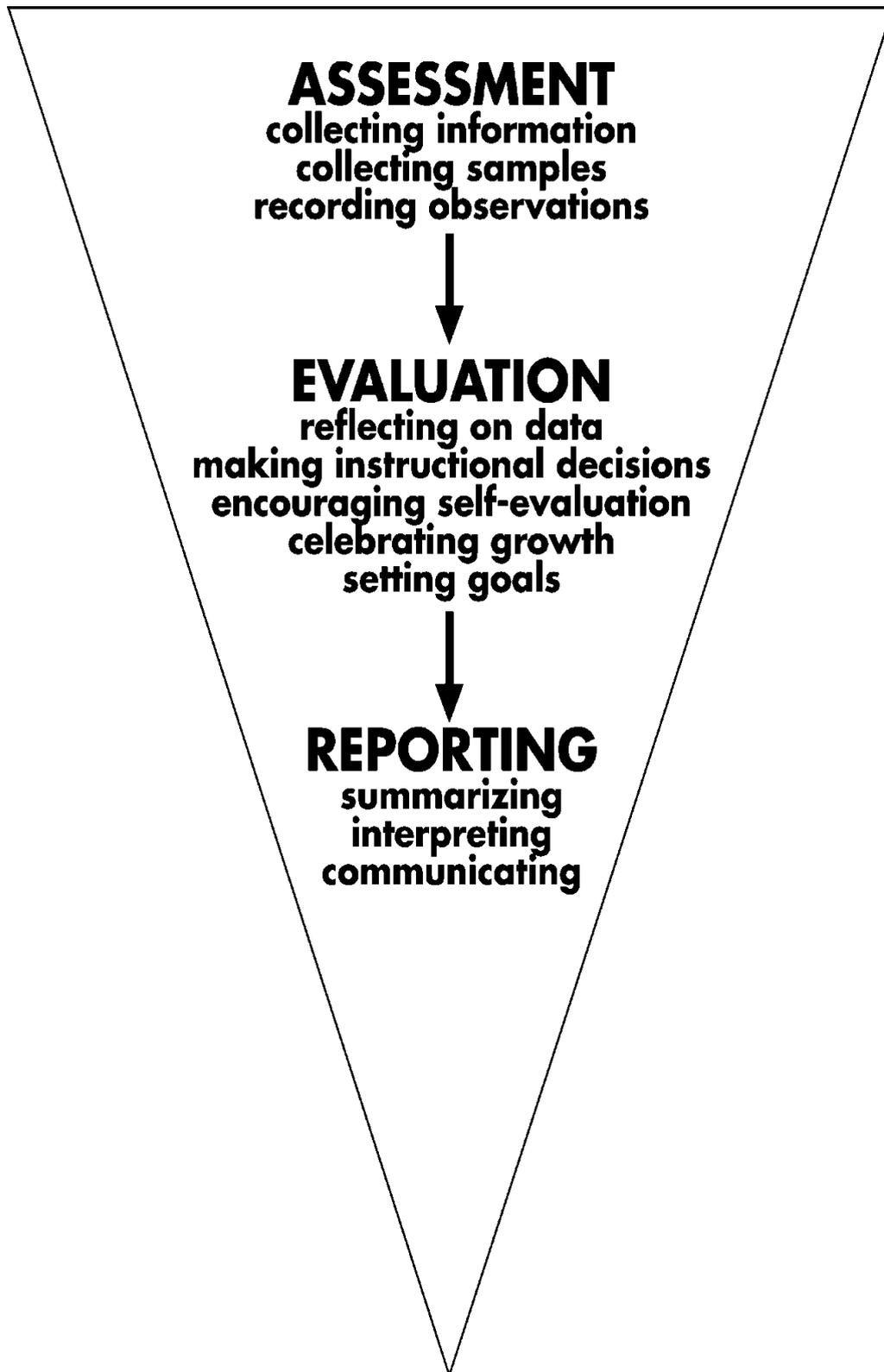
We believe that assessment is a vital part of the learning process. Assessment is a diagnostic formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

What is assessment?

Assessment is all about measuring a student's learning. There are a variety of techniques to understand a student's learning and report on their achievements. A good policy and assessment practices act as a frame work to test a student's understanding and development.

Assessment policies describe the approaches that are used by an organization in its assessment practices. This is an integral part of the school policy and a tool to inform parents, students and school community about the curriculum, learning programmes and progress. This policy outlines the purpose, nature and different strategies used at NES International School Mumbai.

Assessment involves three strategic points – collating the data, analysis of the data and reporting it to the parents.



PRINCIPLES OF ASSESSMENT

The school understands that teaching, learning and assessment are intrinsically inter-related. We are guided by the following principles:

- Students are differently abled and have different learning styles
- Students should play an active role in peer and self-assessment
- They perform differently and the cultural experiences also influence their learning.

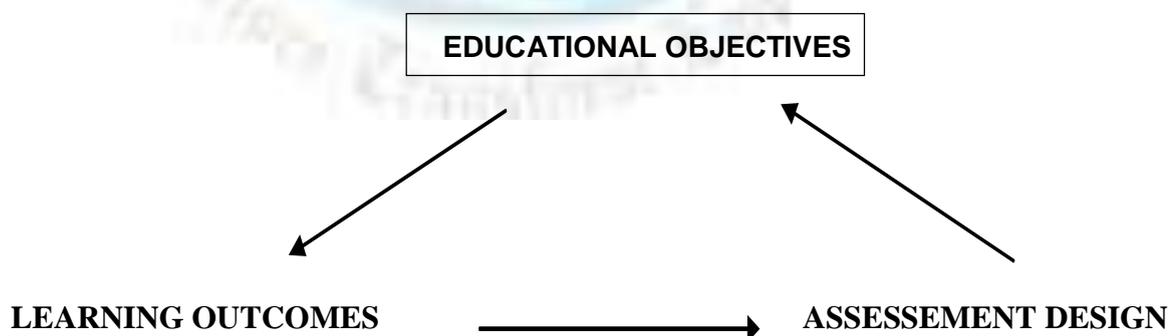
Why Assess?

- The purpose to assess students is to diagnose their misunderstanding and misinterpretation during learning a particular topic. This helps in reflecting on the quality of teaching as well the students understanding and also helps in enhancing the learning of the learner.
- During the teaching and learning process, both the teacher and students will have a clear vision of what is expected of them.
- The assessment shall be a means to take decisions regarding the instructional needs of the individual learners.
- Helps in curriculum reviews
- Helps to monitor the individual progress.
- Engage the learner in reflection about his strengths and areas of improvement.

AIMS OF ASSESSMENT

- Assessment will be based on learning outcomes.
- Teachers will employ and design a variety of summative and formative assessments
- The assessment process involves feedback and effective feedback will be given to the parents and students.
- The assessment shall be a means to take decisions regarding the instructional needs of the individual learner.
- To be able to track student progress benchmarked against prior data and then to act upon findings.
- To improve standards of attainment for all students.
- To establish an agreed, consistent framework within which the school and individual departments/faculties can continue the systematic development of formative and summative assessment.

The educational objectives, the learning outcomes and the assessment are intrinsically related.



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Assessment should

1. actively involve all learners. We interpret this to be exemplified by stating lesson objectives and engaging the student in discussion of their own work.
2. be central to the learning teaching process.
3. be based on information that is both relevant and manageable.
4. not be confined to recall and comprehension, but should include analysis, synthesis and evaluation.
5. illuminate qualitative aspects of learning i.e. to reveal the true nature of the student's understanding of the topic.

TYPES OF ASSESSMENT

Assessment at NES International School Mumbai is structured and coherent, which is an amalgamation of formative and summative assessment and where all the above mentioned principles are put into practice.

Formative Assessment:

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

The following principles are followed in formative assessment:

1. Learning objectives are shared with students as part of everyday practice.
2. Students are given the opportunity to see and discuss examples of good work as model for success.
3. Students are given constructive feedback.

- 4 The teachers will devise different assessment tasks to suit the need of the unit and the learning objectives. A variety of assessment forms will be adopted such as - tests, quizzes, presentations, group discussions, assignments, debates, note-taking skills, research papers, class activities, lab work, open book assignments, project work etc.
- 5 The teacher keeps a record of the formative assessments and it is used as basis to give feedback to students and parents as well as assist teachers in adjusting the teaching strategies.

Summative Assessment:

- It is aimed at determining the level of achievement of a student at the end of each term in PYP.
- The school will be conducting summative assessments under examination conditions at the end of the term in MYP, IGCSE and in DP.
- Only the summative assessments at the end of each term are reported through the ManageBac.
- Summative assessments in MYP are framed keeping in mind the objectives of assessment in each subject group and are assessed on the basis of the task specific descriptors.
- The Exhibition in the PYP, Personal Project in the MYP and Extended Essay in the DP are in true sense, the culmination of skills and attitudes learnt during the respective programmes.
- The summative assessments in PYP take place at the end of every unit. The assessment task includes multiple assessment strategies, keeping in mind multiple learners in every class.

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The summative assessment tasks include skits portraying the central idea of the unit, PPTs, charts, poems, journal write ups and question papers. Assessment tools include rubrics, check lists, anecdotal notes and teacher's comments. Summative assessment tasks are planned keeping in mind the five essential agreements.

Reporting Communication System (PYP, MYP, IGCSE, and IBDP)

1. The recording and reporting of assessments is done on ManageBac.
2. There are two term reports based on summative assessments issued to students every academic year for MYP, IGCSE and DP.
3. Reporting in PYP is also made twice a year based on the progress made in the UOIs. Generally, 3 UOIs are completed at the end of each term.
4. Each report carries comments on student's strengths and areas to improve upon.
5. TOK submissions and CAS and extended essay progress will be reflected in the final term report card on ManageBac.
6. A separate CAS report will be generated on ManageBac for each student.

Missed Assessments

1. Provisions may be made for students who have missed any assessment in order to provide feedback to students and parents on the student's progress. A new test should be formulated for the same in the same monthly assessment period.
2. If a student repeatedly misses any assessments, the coordinator along with the teacher will convene a meeting with the student's parents to discuss the causes and potential solutions. If required, the Head of School will also be a part of the meeting.

Guidelines for Assessment IB Programme Specific Practice

PYP

No	Types of Assessment	Rubric level
1.	Formative & Summative Assessment (skits portraying the central idea of the unit, PPTs, charts, poems, journal write ups etc.) in each UOI. Progress in the UOI will be reported in a semester. Each UOI will be about 2 months.	a) Extending b) Applying c) Developing d) Beginning
2.	At the end of the academic year, there will be personal portfolio exhibition/student-led conference.	a) Extending b) Applying c) Developing d) Beginning

MYP

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems and designing a formal lab report.

The assessment of MYP students at NESISM is on a continuous basis throughout the five years of the programme.

How students are assessed in the MYP?

- Students are assessed according to pre-determined objectives related to assessment criteria in a given subject.
 1. Students are given subject criteria.
 2. Student work is assessed according to the criteria.
 3. Students are assessed on their own level of achievement.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

CRITERION-RELATED ASSESSMENT

The MYP assessment model is also described as **criterion-related** as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. During reporting periods (end of semester 1 and 2), students will receive criterion-related grades on a scale of 1-7. [General grade descriptors](#) provide written descriptions of each of the grades from 1-7. In order to determine term and final grades for the MYP, each subject teacher will apply the final criterion levels against IB MYP **grade boundaries**. Given below are the subject-specific criteria and grade boundaries. For grade descriptors, refer [Appendix-II](#).

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Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP SUBJECT CRITERIA ASSESSMENT SUMMARY

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

9 & 10 IGCSE Assessments

A*	Excellent	<ol style="list-style-type: none"> 1. All or almost all learning goals are fully or consistently met. 2. Successfully completes open – ended tasks with quality work. 3. Test scores indicate a high level of understanding of skills and concepts. 4. Assignments are complete, of a high quality, and well organized.
A	Very Good	<ol style="list-style-type: none"> 1. Most of the learning goals are fully or consistently met. 2. Open – ended tasks are completed, although the student may need support in dealing with ambiguity. 3. Test scores indicate a good grasp of skills and concepts. 4. Assignments are generally complete, thorough and organized.
B	Good	<ol style="list-style-type: none"> 1. Some of the learning goals are fully or consistently met. 2. Test scores indicate satisfactory acquisition of skills and concepts. 3. Assignments are generally complete; however, quality, thoroughness and organization vary.
C	Satisfactory	<ol style="list-style-type: none"> 1. Only a few of the learning goals are fully or consistently met. 2. Needs support to begin and / or complete tasks. 3. Test scores indicate weak acquisition of skills and concepts. 4. Assignments are widely varied in quality, thoroughness, and organization.
D	Mediocre	<ol style="list-style-type: none"> 1. None or almost none of the learning goals are fully or consistently met. 2. The student rarely completes tasks even with support. 3. Test scores indicate minimal grasp of skills and concepts. 4. Assignments are of poor quality and are frequently incomplete.
U	Unsatisfactory	<ol style="list-style-type: none"> 1. There is incomplete evidence to make a valid and reliable judgment on student's achievement, or the student's competence is so limited that little or no meaningful material is available for assessment. 2. Little or no material has been produced.

Types of Assessments

Formative: Class Test, Quiz, Presentation, Group Discussion, Home Assignment, Class Activities, Project work, Laboratory work, Research Project or any other task that the teacher finds appropriate.

Summative: End of unit and semester examination, IBDP Board Examination, Internal Assessments, TOK, Extended Essay.

- Continuous assessment system is followed at NESISM which has formative and summative assessments embedded within it.
- All assessments at NESISM are criterion-related.
- All school assessment should be designed to be formative in nature for the student and

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summative where appropriate.

- Each assessment activity must allow students access to the full range of task-specific descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- IB Diploma teachers should scaffold assessment tasks through the programme, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for Internal Assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
- The best fit approach is followed while using the assessment criteria. In other words, the student is placed in that band which matches the majority attributes of it.

GRADING SYSTEM & DESCRIPTORS FOR IBDP

IBDP Criterion based assessments are followed with the respective IBDP subject grade boundaries.

The grade descriptors appear on the back of the record of achievement.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

MANAGEMENT OF EXAMINATION IN MYP, IGCSE AND DP

Student Preparation

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

1. Assessment Timetable.
2. Portion for assessments.
3. Assessment Rules and Regulations.
4. Materials required during the assessments for each subject.
5. Materials prohibited during assessments.

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Examination paper setting procedure followed by teachers

- 1) Plan and prepare the Semester Assessments Question paper as per the Curriculum.
- 2) Prepare two sets of Question Papers – one for the Coordinator, Head of the Department and the other for yourself and submit one copy of the question paper along with the blueprint to the Coordinator two week prior to the assessments.

Assessing Term Assessment Papers

1. The answer papers have to be collected from the respective coordinator on the same day of the assessments.
2. The marking should be done according to the blueprint approved by the Subject Head / Coordinator
3. When monitoring or assessing student work, staff must put initial and date when the assessment evaluation was completed.
4. Department / Subject Head will be responsible for standardization of the marking done by the teachers assessing before any results are released in order to support and maintain the reputation and equity of the teacher and the school.
5. Students should be shown the marked assessment papers in a timely manner and teachers should discuss the correct answers with the class.
6. Papers are given to the students during the Parent-Teachers Meet.
7. The papers are kept with the Coordinators.
8. The student needs to maintain the norms of academic honesty. In case the work submitted by the student is not authentic, he will not be graded as mentioned in academic honesty policy.

Further Research

After each term assessment the coordinator prepares a statistical report based on the student’s progress and updates the Principal. Action plans for student’s better performance are made on the basis of this report in consultation with subject teachers, coordinators and principal. Success ratings of previous years are taken and compared to see if action plans have their effect.

Incomplete work should be submitted on time despite not being finished. The following consequences for the late submission of tasks (without an acceptable excuse*) apply to Grades 6-10.

Consequences

Days late	Consequence
1-3 or first occurrence in a school year	Note in the Communication Book. Parents will be contacted by the subject teacher. Parents will be informed of the new deadline. If the task is submitted by the new date, students will receive feedback and grades will be counted towards their final subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment as a comment in the report.
4-9 or first occurrence in a school year	Parents are to be informed of this consequence by the Coordinator. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting with the Coordinator and the subject teacher(s) involved. Student will be kept on academic probation and will need to complete the work after school hours. This will reflect in the report as a ATL comment.
10+	A non-submission will also be recorded for this task after 10 days; Students may be placed on an individualized plan or undertaking to prevent future occurrences. Student transcripts will also reflect the non-submission of work.

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Assessments and Procedures Relating to Final IB and CAIE Assessments

1. Assessment is conducted with reference to the guidance and regulations supplied by the IB and CAIE.
2. Examination officer will report to the Founder-Principal & Head of School (Overall) & Head of School for the day to day administration of the examinations system.
3. At the time of the exams, candidates must be aware of 'Notice to candidates', a copy of which is posted inside and outside of each examination room.
4. During examinations, candidates must follow any instructions given to them by the Examinations Officer, or any Invigilator present.
5. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources.
6. The school undertakes to run the examinations system in accordance with the published IB and CAIE
7. Guidance, given in the Instructions for the Conduct of Examinations (I.C.E.) document, and others.

SCHOOL ASSESSMENT SPECIFIC GUIDELINES (MYP, IGCSE and DP)

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable transparent container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:-
 - I. General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
 - II. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).

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4. The examination supervisor will decide where each student will sit during an examination.

5. Students must remain seated until permission is given to leave the examination room.

The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

Late arrival

1. No additional time will be allowed for students arriving late for the examination.

Temporary Absence

1. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

1. During the school-based/internal examination, for any malpractices at school level refer to the NESISM Academic Honesty Policy.

2. For MYP / DP IB examinations, the IB norms will be followed.

Early Departures

1. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

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2. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

1. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.
2. Students must leave the examination room in a quiet and orderly manner.

Note: For the IB MYP/DP/IGCSE examinations the respective specific guidelines will need to be followed.

Mobile Phones and Examinations

1. Mobile phones must not be brought into the examination room. The possession of a mobile phone in an examination room, whether switched off or not, is an offence.
2. If any student fails to observe this regulation then the matter will be referred to the school discipline committee for necessary action as mentioned in academic honesty policy.

Academic Honesty

- If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance.
- Submission of student work via ManageBac allows staff to pass all students' assignments through "Turnitin.com", to check for plagiarism.

Inclusive Access Arrangements

This will be as per the school's inclusion policy when it comes to school-based assessments while for MYP and IB examinations, the IB norms will be followed.

STANDARDIZATION

Aim

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents ‘assessment creep’, whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning.
Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

MYP & DP Standardization Procedure at NESISM

- Standardization should occur at least once a semester, per programme per subject.
- At least two teachers within the department/Group should be involved in the standardization process
- For IBDP IA moderation, all the teachers involved must participate in the process.

Personal Project

1. The Personal Project criteria are discussed in detail once again during professional development meetings and the same is emailed to all the supervisors along with the record form for keeping the grade record.

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2. The allocated supervisor awards grades to the PP report and kept confidential.
3. Supervisors are divided into groups (two teachers) keeping in mind that each group will have one experienced supervisor as facilitator. Later, this group is provided with a criterion rubric (one at a time). Each teacher will get a criterion rubric and assess individually, justifying the same.
4. A Google sheet will then be provided to enter their respective levels of achievements for each criterion.
5. The teachers in the group will then deliberate to come up with a grade along with their comments
6. The supervisor will then enter their respective levels of achievement with their comments.
7. The group, along with the supervisor will come up with the final grade.
8. The PPC, MYPC and the supervisor will then discuss and review PP report in accordance with the IB expectation of achievement levels, Then, arrive at a consensus for the final grade to be entered on IBIS
9. The comments will be shared with the students on ManageBac.
10. EE standardization should occur, within departments, where possible.
11. TOK standardization should occur, within all TOK teachers, where possible.

External Moderation

The HOD will be informed of both the IB MYP monitoring and the IBDP IA processes by the appropriate coordinator who will also supply a timeline and reminders.

Inclusion provisions

The inclusion team will inform teachers of the level of support for the students in their class and the type of support that can be offered in respect to the needs of students. Where accommodations like extra support are needed, they will be assigned from or organized by the inclusion team and the exam team. Inclusion team will be involved in planning process of the tasks and will give their feedback on the assessed student work. For assessments that contribute to Diploma and MYP certificate grades, ALL students must be assessed using the end-of-programme assessment.

* Refer to the NESISM Access Inclusion Policy for further details.

Predicted grades for IBDP students

Prior to the respective board final Examinations, Predicted Grades of the students are required by the IBO. These are to be submitted by the respective subject teachers after moderation and discussion within the departments; to the DP Coordinator by first week of March The Predicted grades for DP 2 students for university application are required to be released by first week of November. Predicated grade should, as far as possible, be an accurate representation of students' final grade. The confidentiality of the same should be maintained by all concerned.

Internal Assessments Responsibilities of IBDP Teachers

1. Teachers teaching the IBDP subjects must abide by the instruction and guidelines given by the IB coordinator.
2. Cover sheets, drafts of internal assessment, essays and other related material are to be submitted to the IBDP coordinator.

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3. Accountability for adhering to the deadlines for internal assessment lies with the IBDP teachers.
4. Any concern on not meeting the deadlines for internal assessment should be brought to the notice of the IBDP Coordinator at least one month before in writing and immediate corrective measures should be taken so that the deadlines are not breached.
5. The internal assessment deadlines decided by the Founder Principal and DPC cannot be changed by the teachers.
6. If the deadline has not been met due to the negligence on the part of the student, it is the responsibility of the teacher to ensure that a meeting is called with the parent in the presence of the IBDP coordinator. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the IBDP Coordinator for the record.
7. If the deadline has not been met due to the negligence on the part of the teachers, then the vacation leaves will be revoked to complete the pending work.
8. All teachers should adhere to the deadline submitted in scheme of work and lesson plans

Assessment Policy Review and Communication Process

- The Assessment policy is reviewed every 3 years or when there are changes in the IB policy/stipulations or as and when required.
- The SPLT along with the Heads of Department and Inclusion team review and then revise the assessment policy. The Heads of department in turn take it to their respective departments for discussion and feedback.
- The revised all school assessment policy (which is in line with the IBO guidelines) is

approved and finalized by the SPLT and then shared with the NESISM community on ManageBac.

REFERENCE

The following documents were consulted while writing this assessment policy:

- a. Making the PYP happen: A curriculum framework for international primary education- IBO 2007
- b. MYP- From Principles to Practice- IB 2014
- c. The MYP programme- Handbook of procedures 2014
- d. The Diploma programme- Handbook of procedures 2013
- e. NESISM Academic Honesty Policy
- f. NESISM Access Inclusion Policy
- g. RBKIA Assessment Policy
- h. ATL continuum document
- i. IB General Regulations: Diploma Programme Standards and Practices
- j. Diploma programme assessments Principles and Practice.

APPENDIX-I: IBDP Grade Descriptors

Grade Descriptors- Group 1

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

Grade Descriptors- Group 2

Grade 7 Excellent performance

Demonstrates an appreciation and understanding of the varieties and subtleties of the language. Thinks critically and organizes effectively. Language is very fluent, accurate, and appropriate.

Grade 6 Very good performance

Demonstrates an appreciation and some understanding of many of the varieties and subtleties of the language. Shows a solid ability to analyse and organize. Language is fluent, accurate, and appropriate.

Grade 5 Good performance

Generally demonstrates an appreciation of the varieties and subtleties of the language. Shows some analytical and organizational skills. Language is mostly fluent, accurate, and appropriate.

Grade 4 Satisfactory performance

Demonstrates an appreciation of some of the varieties and subtleties of the language. Shows some ability to engage in meaningful discussion. Language is fairly fluent, accurate, and appropriate.

Grade 3 Mediocre performance

Demonstrates a limited sense of the varieties and subtleties of the language. Shows limited ability to engage in meaningful discussion. Language displays some problems with fluency and accuracy.

Grade 2 Poor performance

Demonstrates a poor sense of the varieties and subtleties of the language. Shows little ability to engage in meaningful discussion. Language lacks fluency and accuracy.

Grade 1 Very poor performance

Demonstrates very little sense of the varieties and subtleties of the language. Is unable to engage in meaningful discussion. Language lacks fluency and accuracy.

Grade Descriptors - Group 3

Grade 7 Excellent performance

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6 Very good performance

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5 Good performance

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4 Satisfactory performance

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or 'common sense' points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3 Mediocre performance

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2 Poor performance

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1 Very poor performance

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Grade Descriptors- Group 4

Grade 7 Excellent performance

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems

proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

Grade 6 Very good performance

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable of working independently.

Grade 5 Good performance

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.



Grade 4 Satisfactory performance

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

Grade 3 Mediocre performance

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

Grade 2 Poor performance

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1 Very poor performance

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.

Grade Descriptors- Group 5

Grade 7 Excellent performance

Demonstrates a thorough knowledge and understanding of the syllabus; successfully applies mathematical principles at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and reasonableness of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 6 Very good performance

Demonstrates a broad knowledge and understanding of the syllabus; successfully applies mathematical principles in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and reasonableness of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 5 Good performance

Demonstrates a good knowledge and understanding of the syllabus; successfully applies mathematical principles in performing routine tasks; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; successfully uses problem-solving

techniques in routine situations; communicates mathematics effectively, using suitable notation and terminology; demonstrates an awareness of the links between different areas of the course; uses technology appropriately.

Grade 4 Satisfactory performance

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical principles in performing some routine tasks; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; uses problem-solving techniques in routine situations; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; uses technology satisfactorily.

Grade 3 Mediocre performance

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical principles in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; communicates some mathematics, using appropriate techniques, notation or terminology; uses technology to a limited extent.

Grade 2 Poor performance

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; uses technology inadequately.

Grade 1 Very poor performance

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; is unable to make effective use of technology.

APPENDIX - II: MYP GRADE DESCRIPTORS

The following grade boundary guidelines table helps to determine final grades in each year of MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade Boundary	Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.