



SKT International School (CITY CAMPUS)

ASSESSMENT POLICY

(2023 - 2026)

Last review: August 2023

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1. Assessment Principles/Purpose

SKT International School (CITY CAMPUS) defines assessment as the *'process of setting clear and measurable learning outcomes and objectives, implementing balanced assessment tools relevant to them, which in turn provides specific feedback to the parties involved in student learning and identifies appropriate targets for the education process'*.

1.1 Principles of assessment

Assessment should:

- Improve and encourage student learning by providing effective and meaningful feedback.
- Give reliable information to parents about how their child is performing.
- Give effective feedback to teachers and allow them to customize their instruction.
- Not compare students.
- Be differentiated according to students' abilities, interests and learning profiles.
- Assess students' understanding of knowledge of concepts and skills.
- Be fair to all students.
- Involve frequent opportunities for students in a variety of assessment tasks.
- Have assessment tasks, which are criterion, referenced and students are assessed against predetermined rubrics.
- Allow teachers to assess students prior to the learning concept, during the learning concept and after the learning concept.
- Encourage independent study and the ability to work collaboratively.
- Allow self-assessment and peer assessment.
- Be authentic, (all assessment activity must ensure that the achievement is the student's own work).
- Allow schools to evaluate the effectiveness of our implementation of programs.

1.2 Purpose of assessment

- A. To evaluate a student's progress.
- B. To help set future targets for all parties involved in a student's education.
- C. To have a progressive evaluation of student work.
- D. To give students feedback on their achievements and areas for development.
- E. To enable students to measure their achievement level and set targets in order to attain specific levels and grades.
- F. To provide feedback on student achievement and development to
 - a. **Students**, in order to check themselves against learning standards and set clear achievement targets.
 - b. **Parents**, in order to take proper action with the respective teacher to help the student achieve the targets set.

- c. **Teachers** in order to develop lesson planning, time management and teaching practices for the achievement of targets set.
- d. **School** in order to have data sufficient to review, revise and re-establish the curriculum areas and develop a better school assessment model.

2. Assessments in Primary, Lower Secondary and IGCSE (Year 2 - Year 11)

2.1 Concept/Competency-based assessment

SKT International School (CITY CAMPUS) has started concepts/competency-based assessment and reporting in all grades effective from June 2014.

This allows us;

- to assess skills or learning topics in each content area instead of just deciding on grades for an entire term.
- customization of instruction.
- reassessing to ensure a deeper understanding of content by students and a deeper understanding of students by teachers.
- to give more meaningful feedback to students and parents.

Concept/competency-based grading assessment is used in applicable subjects. In concept-based assessment, students are graded on their level of mastery for each predetermined concept/competency covered in the subject area.

In this system, students will have the opportunity to receive help on any particular concept/competency that they may be weak at. Students will also have the chance to improve their understanding by paying particular attention to these concepts/competencies. In addition, it benefits students by not penalizing them in the whole subject for not excelling only in some of the concepts/competencies.

Students' level of understanding is measured by multiple tasks such as teacher observations, quizzes, unit tests, projects, labs and performances. Students have a large number of attempts to demonstrate their understanding in a variety of contexts in each concept/competency.

However, it is not very meaningful to divide certain subjects into concepts, for ex. art. In these subjects, teachers will be assessing pre-determined skills based on learning objectives.

Concepts/competencies are assessed on an A* to E grading scale. Each grade describes how much a student can do with the content as described below.

3. Grading System

The final report card grades for each concept are A* to E scale and grade boundaries are applied to determine the final grade. Decimals, percentages, or fractions are not consistent with A* to E scale and are not used in report cards.

3.1 Grade descriptors

Grade A*: 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.

Grade A: 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 B: 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 C: 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 D: 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 E: 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 U: Ungraded / Not yet assessed.

3.2 Marking assessment tasks and grade boundaries

All assessment tasks are recorded on the school information system. The system will automatically convert students' grades to an A*-E scale based on grade boundaries as shown below.

Mark %	Grade	Pass/Fail
90-100	A*	PASS
80-89	A	
70-79	B	
60-69	C	
50-59	D	
40-49	E	FAIL
Ungraded / Not assessed	U	

4. Assessment of Skills

4.1 Subject-specific skills

A range of subject-specific skills is assessed separately from knowledge of concepts. It allows teachers to identify subject-specific strengths and weaknesses and to advise on improvements.

Students are assessed based on achievement levels in each skill. The achievement levels show only how well the child has mastered the skill and are included as part of the curriculum expectations in a subject, but not to be considered in the determination of final subject grades.

Subject-specific skills may vary from grade to grade in a subject area.

4.2 Life skills

The importance of assessing “life skills”—information and skills that are not specific to traditional academic subject areas but are important to success in a variety of situations is evident.

The primary purpose of assessment is to improve student learning. Assessment of life skills also follows this main principle: Teachers, students and parents need to have a clear understanding that life skills are essential to each student’s success not only at school but also beyond. Life skills are developmental in nature and are demonstrated in different ways at different levels. They must be clearly communicated, taught and assessed.

The following life skills are assessed at SKT International School (City Campus). The assessment activities can be used by the teacher to assess these life skills.

Skill	Assessment Activities
Collaboration	Teamwork, Group Projects
Communication	Projects, presentations, written assignments as a way of written communication, and discussions.
Empathy	Classroom practices, related projects, reflections
Inquiry	Investigations, case studies, critical thinking
Organization	Note-taking, written assignments, classroom practices, time management

Skill	Assessment activities
Reflection	Self-assessment, written reflections, discussions, interviews
Respect	Classroom practices, group work, projects
Responsibility	Classroom practices, time management, homework, group work

4.3 Achievement Levels

There are four achievement indicators which are applied at SKT International School (CITY CAMPUS).

- BE:** Below expectations
- AE:** Approaching expectations
- ME:** Meets expectations
- EE:** Exceeds expectations

Subject-specific skills and life skills are assessed on these achievement levels only.

5. Assessment tasks/tests/examinations

The following examples are some of the assessment tasks/tests/examinations that are used to measure student performance throughout their studies at SKT International School (CITY CAMPUS). Assessment tasks are carefully selected to meet the balance between the summative and formative assessment types.

Observation, paper-pencil tests, homework, projects, presentations, written work, logbooks, lab reports, case studies, oral activities, and other different types of assignments.

Teachers are required to use a variety of assessment tools to gather different kinds of information about students' progress and learning.

5.1 Homework practice

SKT International School (CITY CAMPUS) recognizes the importance of assigning meaningful and quality homework to students.

Homework constitutes an essential part of the assessment process and, it is effective when:

- The amount of homework assigned to students is different between year levels.
- The homework fosters research skills and encourages students to use a variety of resources.
- The homework policy is understood by the students and parents
- Students spend quality individual time completing their homework on their own
- Students have sufficient practice on the learning objectives
- Students finish their homework on time
- Students comply with the academic integrity policy in their homework assignments

5.2 Instructions for parents/tuition teachers

A parent's major role is to provide an environment suitable for the completion of homework assignments, which may mean that students do their home assignments away from television sets and other distractions.

We use ClassDojo / Google Classroom from Years 2 to 13 so that your child may check his/her homework assignments.

The purpose of homework is for your child to practice and use what he/she has learned. Parents/Tuition teachers should act as FACILITATORS. Encouraging, motivating and prompting your child will be helpful. However, parents/tuition teachers should not do the homework instead of students. For more information concerning help, you may contact the homeroom teacher or respective subject teacher.

It is recommended that parents to work with their children to establish a schedule for homework completion and make sure they complete their homework every night. When bedtime comes, please stop your child, even if he/she is not done.

5.3 Homework evaluation

Teachers might assign several numbers of homework in each concept, however only a total homework grade will be entered into the school information system as one assessment in that concept.

The marking system might vary and depend on the subject area and teaching methods.

5.4 Concept/Competency-Based Assessment Planning

As mentioned above, SKT International School (CITY CAMPUS) uses a concept/competency system and, via this system, teachers assess students' academic progress.

In each subject, there are a certain number of concepts/competencies. Teachers must assess students' academic performance from each concept/competency at least three times and with different types of assessment methods.

Subject and life skills can be assessed once a term. However, some subjects do not have concepts/competencies and assess only skills. There must be more frequent subject skills assessments in these subjects.

5.5 Written tests

At SKT International School (CITY CAMPUS) formal examinations fulfill an important function in the assessment of each student's academic performance. Students at SKT International School (CITY CAMPUS) are exposed to formal examinations not only for the purposes of assessment but also for the experience in examination conduct, procedure and technique. Consequently, the school has in place a "Code of Conduct" pertaining to examinations.

- Students are to remain silent during all examinations unless directed otherwise by the supervising teacher.
- Under no circumstances are students permitted to distract other students during an examination.
- Under no circumstances are students permitted to ask any question during an examination.
- Students must bring appropriate equipment for each exam and are not to borrow any equipment etc. during examinations.
- Students cannot be late for examinations and will NOT be permitted to leave early.
- Latecomers will not be granted extra time for examinations.
- Students are responsible for the collation and collection of their work.
- Students who are absent from any examination are required to present themselves to the Vice-Principal immediately upon their return to school.
- In the event of any malpractice or perceived malpractice during an examination the student will, in the first instance, receive a zero.

Important: Any student found to be cheating during examinations will receive a zero and their parents will be notified. More information on this can be found in the SKT Integrity policy.

5.6 The List of Assessment Tasks

- | | | |
|-----------------------|------------------|------------------------|
| ❖ Exam | ❖ Oral Exam | ❖ Presentation Project |
| ❖ Mock Exam | ❖ Research paper | ❖ Final Exam |
| ❖ Story Comprehension | ❖ Observation | ❖ Homework |
| ❖ Spelling Test | ❖ Notebook | ❖ Quiz |
| ❖ Practical | ❖ Experiment | ❖ Test |
| ❖ Assignment | ❖ Essay | |

Final concept grade is weighted. This means that each assessment task has a different effect on the calculation of the final score for each concept.

The final subject score is the average score of all the concepts that are assessed in the subject area in the report card.

5.7 Passing/Failing Conditions

The passing condition is that the average score of the first and second terms of a subject must be at least D.

There is no failing in the subjects in which no A*-E scale grade is issued.

5.8 Re-sit Exams

Re-sit exams will be conducted only after the second term.

There will be two different re-sit exams, which are usually scheduled in June and August. Students must pass one of these exams in order to pass the subject.

1. A student passes a subject if the average of his/her first and second-term final grade is D or above. If it is less than D, then students will take re-sit exams.
2. If a concept is assessed in only one of the terms, and if the concept grade is less than D, the student must take the re-sit exam from this concept.
3. If a concept is assessed in both terms, first the average score of the first and second terms for that concept will be calculated. If this average is below D, then students will take a re-sit from this concept.
4. Student passes if he/she achieves at least a 50% of the total marks of the re-sit exam.

5.9 Make-up exams

For the students who missed a scheduled exam, make-up exams can only be arranged for the following circumstances:

- If parents provide prior notice of excuse with a valid reason from a scheduled exam.

- If a student is participating in a school-related activity.
- Because of a medical problem (A written doctor report must be provided).
- Serious Sickness of a relative (parent, guardian, brother, sister ...).
- Death of a relative.

6. Report Cards / Transcripts / additional Report Card

Report Cards/Transcripts are important references for students' further education. They include progress reports on academic as well as subject skills, life skills and attendance. Additional general Homeroom teacher comments will be included on a report card. Twice a year Report Cards will be issued to individual students.

IMPORTANT: It is the parents /students' responsibility to obtain their report cards from the classroom teacher/ office. Report cards will NOT be issued for students whose tuition fees, library fees, or any other fees are not paid fully or who have not fulfilled any school obligations.

School Transcripts will be issued to students who have graduated from Year 11.

6.1 Promotion to the next grade

In general, students automatically proceed to the next grade level. Repeating a year may occur as a result of prolonged absence or complete inability to cope with the work. Students need to prove to their subject and classroom teachers that they are able to cope with the level of work.

IMPORTANT: Students who failed two subjects after re-sit exams will not be able to proceed to the next year's level.

6.2 Conditional pass agreement

As a result of re-sit exams, if a student fails only one subject the school will allow the student to proceed to the next year. A Conditional Pass agreement will be made with the parents/guardians to ensure that students do not fail any subject the following year. Students failing to meet the requirements of the Conditional Pass agreement will not be promoted to the next level the following year.

7. Assessment in the IB Diploma Programme (Year 12 - Year 13)

The building block of this assessment policy is the following IB standards/practices which should always be at the forefront of every assessment opportunity crafted by the teacher.

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404- 03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

(International Baccalaureate Programme Standards and Practices 2020)

7.1 General Guidelines

Roles and Responsibilities of teachers and administrators

The International Baccalaureate® (IB) Diploma Programme (DP) uses both internally and externally assessed components to assess student performance. The IB uses criteria-based rubrics to assess the performance of the students, which means the performance of the students is measured against predetermined assessment criteria and not against other students. In alignment with IB, the students are scored on a scale from 1 to 7, 1 being the lowest and 7 being the highest.

- Relevant subject teachers in liaison with the IB Coordinator are responsible for devising valid, accurate and reliable assessments for a student throughout the two years of the IBDP. There are compulsory aspects of assessment which are laid down by the IBO in the relevant Subject Guides for example; Paper 1, Paper 2, IA etc. It is the responsibility of the teacher to ensure that these assessments are carried out according to the relevant IB guidance. The questions included in the school assessments should be based on past papers or modelled on them.
- It is the responsibility of the IBDP Coordinator to ensure all teachers are thoroughly aware of the latest assessment and curriculum requirements as mentioned in their latest subject guides. Any changes in curriculum and assessment are communicated to the subject teachers by the IB Coordinator. Additionally, it is the responsibility of subject teachers to visit MY IB regularly (at least once every week) to ensure that teachers' knowledge is up to date with the latest curriculum, assessment, assessment objectives, implementation and any news published on the MY IB platform.
- The subject teachers must ensure that they are always preparing the students to meet the assessment requirements and achieve the assessment objectives in their subjects.
- It is also the responsibility of the IB Coordinator to oversee that all rules regarding the assessments as mentioned in the subject guides are followed, all assessments are carried out in a timely manner and dispatched to IB as per the timelines given by IB.
- It is the responsibility of the subject teachers to read all the relevant materials such as subject guides and subject reports published by IB as well as websites such as program resource centers/MYIB to update themselves regularly regarding the

assessment and curriculum requirements and demonstrate their understanding of the curriculum both formally and informally to DPC.

- The IB Coordinator will have regular meetings with the subject teachers to check how much they understand the assessments in their respective subjects.
- Each teacher will have to develop an assessment plan in the IBDP which prescribes the nature and frequency of assessments that take place within the subject, including their relative contributions to summative assessment grades reported externally. These should be reviewed at the beginning of the academic term with the IBDP Coordinator, after which it is updated to Managebac to record the progress of the student. The primary and the most important document to help create the assessment plan is the subject guide.
- In cases where the student's work is either suspected of plagiarism or there is enough evidence to prove plagiarism, or there is a lack of citations or inadequate citations, the school has a right to refuse submission of such a work to external organizations such as the IBO. Please refer to SKT's Academic Integrity policy for more details.
- If the teacher is not involved in the various stages of development of a student's coursework, IA, TOK or EE, and sees only the final draft of the work, the school has a right to refuse submission to external organizations such as IBO.

Rights and Responsibilities of students

- To complete all the assessments authentically without being involved in any cases of academic dishonesty.
- Submit all the assessments on time by following all the deadlines of the school and IBO.
- Seek guidance on how to prepare for the assessment.
- Know their current level of performance and how it can be improved further.
- Seek feedback from their teachers on the various assessments conducted.
- Request documentation regarding assessments such as report cards, transcripts, predicted grades, recommendation letters etc.

7.2 Different types of assessments

Formative assessments

Formative assessments provide teachers, students and parents with valuable information on the strengths and weaknesses of the learning process in each student individually. Formative assessment strategies can be given to students individually, as pairs, in small groups, or as a class and teachers are advised to use a variety of formative assessment tools whenever required. Formative assessment should happen during each lesson, feedback should be provided to students to improve their performance as well as to guide teaching practice. Formative assessments are a valuable tool to support students learning outcomes by providing a wealth of information about where the student's are in their learning journey and how the approaches to teaching should be adjusted to enable the students to achieve the

learning objectives. Hence teachers should continuously make use of valid formative assessments to inform their teaching practices and guide the learning activities.

Summative assessments

Summative assessments are given to obtain a clear picture of what the student has learned and understood of a certain topic or concept. Examples of summative assessments are end of the unit tests, term exams, mock exams, etc. For all summative assessment papers, teachers should use questions from IB past papers from the current curriculum to ensure the same competency level as during the external examinations. Grading is done based on the IB past paper mark schemes and assessment criteria. All teachers are expected to know the various assessment criteria and objectives thoroughly for their subjects. These can be found in the latest subject guides released by IBO.

Frequency of summative assessment

In a term, following three summative assessment must be carried out by every subject teacher:

1. Chapter or Unit tests based on the long term plans.
2. A midterm exam
3. An end of the term exam

Teachers set the dates for the summative assessments conducted in their classroom, with exception of the end of term exams. An end of term exam schedule is published by the IB coordinator four weeks ahead of time.

Internal Assessments (IAs)

All internal assessments are conducted in line with IB requirements. Students complete these assessments in school under guidance from their teacher. Some examples are:

- Oral examination in languages
- Laboratory work (experiments) in the sciences
- Investigations in mathematics

Once an internal assessment is submitted by a student, the teacher will grade it using the assessment criteria in their subject guides. The teacher will write a detailed justification of why the mark has been awarded, this should not be just a copy paste from the guide, this will be uploaded onto IBIS together with the marks per criteria in the relevant forms.

The IB coordinator publishes an internal deadline calendar for the two-year programme, at the beginning of the two years. We do not allow late submissions. The internal deadline calendar ensures that the workload for our students is spread out over the two years. All teachers are fully accountable for completing the Internal assessment on time as well as for providing optimal feedback to students, work should be started at appropriate times allowing

students sufficient time to understand, see examples as well mark some sample IA to fully prepare to write their IAs.

External Assessments

The definition of an examination is *“a collection of one or more tasks of various types (short answer, extended-answer, problem-solving or analytical questions; sometimes practical or oral tasks) that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by examiner.”* (IB, Diploma Programme assessment Principles and practice)

The IB Diploma Programme external examinations take place in May in Year 13 for a period of approximately three weeks. Students can retake exams during the November session. Requests to retake should be submitted to the DPC no later than 10th July.

All external examination papers are sent to SKT International School (CITY CAMPUS) before the start of the exams. The examination papers are stored in a secure examination room, meeting all the requirements of IB. Examinations will not be opened until right before the start of the exam.

External assessments include:

- ❖ Essays
- ❖ Structured problems
- ❖ Short-response questions
- ❖ Long-response questions
- ❖ Case-study questions
- ❖ Multiple-choice questions

After conducting the exams, all examination papers will be sent to IB for grading.

Modified assessments or conditions

The school accepts students with mild to moderate learning difficulties who are able to meet the learning objectives and are able to show progress with respect to various assessment criterias designed for various subjects by the IB. In order to remove barriers for such students many access arrangements must be put in place by the respective subject teachers. Some of these access arrangements may include the following. Please note this is not an exhaustive list, for more details, Access and Inclusion policy of the school 2023-2026 as well as Access and Inclusion policy by IBO, updated Nov 2023 should be consulted. Some access arrangements are:

- Additional time to complete the assessment
- Rest breaks
- Extensions to deadlines
- Additional retakes
- Modified papers

- Hearing and vision aids etc

These access arrangements must be put in place for day to day teaching and learning and must be constantly monitored and adapted for their effectiveness.

7.3 Recording and reporting assessment data

In Year 12 and 13 at SKT International School (CITY CAMPUS), student achievement is recorded at the following points in the year:

- Year 12 end of term 1 - December
- Year 12 end of term 2- May
- Year 13 end of term 1- December
- Year 13 Mock exams- March

At each assessment point a formal report card is issued to the student. On the report card a student receives:

1. Subject grade (Scale of 1 to 7) - The detailed and most updated grade descriptors should be downloaded from MY IB, these grade descriptors to be read in conjugation with the subject reports.
2. Student's attainment on the ATL skills for each of the subject (Scale of E, A, B, N)
 - ❖ Organization Skills ❖ Communication Skills ❖ Thinking skills
 - ❖ Collaboration Skills ❖ Reflective Skills

Please refer to the appendix for further details on how to grade ATL skills.
3. A progress update on EE, CAS and TOK Essay as Excellent, On Track or Concern.
4. Student's reflection (any or all of the following areas – Reflection on self-progression on IB Learner profile, ATL skills or goal setting to improve future progress).
5. Narrative feedback from the teacher on how to improve the performance further.
6. For the end of the term exam, the whole term syllabus must be assessed, for example, for the December exams, at least the syllabus taught between August to December in that academic year must be included.
7. Similarly for the year end exams in May, the whole year syllabus taught in that academic year should be assessed.
8. All effort should be made to assess students on the various papers in a subject wherever possible, during the term end and year end exams.

Calculating the subject grades

For the report cards, the subject grade is calculated through a wide variety of summative assessments conducted throughout the term. These assessments must be agreed in the assessment plan with the IB Coordinator at the beginning of the term. All the summative assessments must be created using past papers or modeled on them. The answer scripts should be marked using the assessment criterias as detailed in the relevant subject guides. To

arrive at a particular grade the teacher should make a final judgment based on grade boundary calculations and the grade descriptors.

The ATL skills are graded using the rubric appended with this policy through a series of classroom observations focusing on the skill development in students. The teacher keeps a record of the development of these ATL skills (thrice a year- at the beginning of the year, end of first term and end of second term) to plan successful interventions for the students.

Grade boundary calculation

At the beginning of each school year IB teachers are asked to update their grade boundaries on Managebac, based on the subject reports of the most recent IB May examinations. Grade boundaries are used to calculate grades for summative assessments. For each subject (SL and HL separately) the teacher collects the grade boundaries from the previous May examinations session. These grade boundaries are uploaded to Managebac to ensure that our students receive grades that are as accurate as possible. This helps us in calculating accurate summative grades. Outliers, (such as May 2020 grade boundaries which were solely based on internal assessments) if any, are excluded while calculating average of grade boundaries.

Calculating predicted grades

To calculate the predicted grade of a student in a particular subject, the grade descriptors published by the IB are taken into consideration. It is an expectation that our teachers fully understand the grade descriptors as well as use them during summative assessments in the classroom to arrive at the predicted grades and other summative examination grades.

PG are arrived at by giving utmost importance to the Grade descriptors (GD), in addition to the GD teachers also make use of additional data such as worldwide averages in the subject, SKT's average grade in the subject over the past three years and students performance on major summative assessments. Before releasing the PG to the students and parents, they are first discussed with the DPC and kept confidential from the parents and students until the discussion. The IA grades are not shared with the parents or students.

Predicted grades are given to our students in April in Y13. These can be used when applying for universities. Predicted grades can also be requested by the student at any other moment in time, noting that the later in the programme we give the predicted grades, the more accurate they will be.

The teachers have a right to submit the predicted grades to IB without any pressure from the students or parents. In case, a student or parent challenges a predicted grade, explanation will be given to parent and student about why a particular grade has been awarded but the decision of which grade is submitted to IB will be the sole decision of the teachers in consultation with the DPC based on the evidence of student's achievement level.

Progression from Year 12 to Year 13

The following conditions should be met by the student to successfully progress from Year 12 to Year 13.

1. The total score is a minimum of 24.
2. The HL score is a minimum 4 for each of the HL subjects
3. The SL score is a minimum of 3 for each of the SL subjects.
4. CAS, TOK and EE progress update is at least - On Track.
5. The candidate has not received a third warning from the academic integrity committee as detailed in the SKT academic integrity policy.

Conditions for the award of IB Diploma (see IB *General regulations: Diploma programme*) if:

“All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no “N” awarded for Theory of Knowledge, the extended essay or for a contributing subject.
4. There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s or below awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Teacher's feedback and Student's reflection on summative assessment

After every summative assessment which is around at least three assessments in a term (unit tests, mid-term and end of the term assessments) teachers will create opportunities for students to reflect on their performance. These reflections should be written down by the students in their SLC template (Student led conference templates) and should guide students in improving their learning outcomes in the next summative assessment. Before the students can reflect on their performance and how to improve it further, all teachers

must provide detailed feedback to each student on their performance as well as areas of improvement.

7.4 Resit Policy

Resitting in schools examination

Students have an opportunity to resit summative assessment in order to improve their performance under the following circumstances.

- Student is in Year 13
- Student can produce a valid medical certificate to prove his illness due to which he either missed the exam or scored lower in a summative examination owing to the sickness.
- Student informs the school at least 3 days in advance in case of a planned absence from the summative assessment.
- The Student wants to improve his grade in a subject.

Before the resit exam can be administered, a thorough feedback session between the student and the teacher on the student's previous summative assessment performance as well as additional intervention by the teacher to improve student performance must have been implemented. Students will be given only one chance to resit the summative assessment. The higher of the score in the resit and the previous summative assessment is considered for the purpose of reporting.

Resitting the assessment by IBO

After the release of results on 6th July, students who wish to resit examination can do so in the November session by intimating their DPC in writing about the subjects they wish to resit. There is a fee charged by IB for every subject student is resitting, the procedure for resitting IB exams is deemed complete upon payment of the relevant fees before 12th July to SKT's finance office. After this deadline, there are late fees charged by IB to register a student for resitting an examination.

The deadline to challenge a result released by IBO is 12th September. The request to challenge a subject result is a charged service and should be communicated to the DPC in writing no later than the deadline. The request of this inquiry may be released upto one month after the request to challenge the grades has been submitted to IB. The remarking may result in no change of grades or even a lower grade than before.

7.5 Homework Policy

Homework should be:

- Relevant, meaningful and set with a clear objective.
- Differentiated to meet the varying needs of our students.

- Challenging and varied enough.
- Manageable for the student in terms of time and manageable for the teaching in terms of marking.
- Assesses and feedback should be given to the students on the quality of their work.
- Recorded on Google classroom, there should be no verbal communication of homework.
- Students should understand what they are supposed to complete and by when.

Homework types:

- Practice of the skills and knowledge learned inside the classroom
- Preparatory work for the classroom
- Revision homework

Homework for student with learning difficulties:

- Tasks should be differentiated to cater to their learning needs
- Tasks should have a clear focus and time guidelines.

Responsibilities of the Parent:

- Ensuring the students balance the amount of time spent completing homework and engaging in other activities.
- Encouraging the students to take responsibility for their own learning.
- Liaising with school on occasions where the student has missed homework.

Responsibilities of the Teacher:

- Assigning balanced, challenging homework as per the needs of all the students.
- Provided regular timely feedback to the student on the homework.
- In case of students who are regularly not submitting their homework, informing the parents and DPC through a concern form.

Responsibilities of the Student:

- To check Google classroom daily for all the homework assignments
- To submit homework in a timely manner and in good quality.
- To discuss beforehand with a teacher if they will be unable to meet the homework deadlines.

Amount of homework

- Students in Year 12 and Year 13 will have 60-90 minutes of daily homework on an average. Some days the amount of homework might be higher.
- There will be a daily homework of 30 mins in Mathematics.
- There will be a weekly homework of 45 mins each in English and TOK.

- All other subjects will have 30 minutes of homework twice a week. If the homework is a small task which can be completed in less than 30 minutes, teachers can assign three homework assignments for a subject in a week. Similarly, in subjects like Physics where a lot of calculations must be practiced and mastered by the students, more than 60 minutes of homework can be assigned by the teacher every week.
- Students will have a maximum of 3 subject homework tasks every day.
- Students will have one whole week to submit their homework, except for Mathematics where the students will be expected to submit their homework the very next day.
- One week before the mid term and end of the term exams, teachers will not assign any homework, assignments or presentations to enable students to self-study for the examinations.
- During the weekend, the students are expected to spend 3-4 hours on an average in completing their IAs and EE. Students are expected to spend at least 2 hrs reviewing the previously taught material.
- Apart from daily homework of 60-90 minutes, students should be reviewing the previously taught material everyday for 60-90 minutes.

Procedure to follow in case of non completion of homework:

Students must follow the deadlines or face consequences. Steps teachers have to follow:

- If a student misses a deadline, he/she receives one reminder, and a maximum of two days time to submit the missed work.
- If there is no submission of work by the student after two days- A concern form is emailed to the student, parent and to the coordinator. The student affairs also makes a call to the parent. All the missed homework must be submitted by the student as soon as possible.
- If a student receives more than 4 concern forms in two months time, he/she faces one of the following consequences depending on the severity of the situation, frequency of tardiness and final judgment of teachers:
 - Detention from 03:30 pm to 05:00 pm to complete the missed homework
 - Forfeit lunch breaks
 - Loss of sports privilege
 - Additional community service work on Saturdays
 - Students are placed on the learning contract- Which gives the school the right to register the student as a Certificate student.

8. Links with other policies

8.1 Links with Academic Honesty/ Integrity policy:

All in school as well as external and internal assessments must be completed by the students in an authentic and honest manner. Any approaches used by the student to gain any undue or unauthorized assistance for any of their tasks/assessments or lack of appropriate methods of citation and referencing will be considered academic malpractice. The consequences and procedures to deal with academic misconduct will be in accordance with the SKT's Academic Integrity Policy 2023-2026.

To promote and foster the principles of academic honesty/ integrity in our students, all inquiry or any research based summative tasks should include a significant percentage (10%) attributed to good referencing and citation by the student. These rubrics should be shared with the students before a summative task and the teacher should emphasize the importance of academically honest practices and principles. If the students demonstrate a poor understanding of citation practice, the subject teacher should plan multiple sessions on how to cite by working in collaboration with the school librarian. All such tasks should be checked for plagiarism using Unicheck or dupliChecker before a grade can be assigned to the student. (Please refer to the school's Academic Honesty/ Integrity Policy 2023-2026 for further details).

8.2 Links with Learning diversity and Inclusion policy:

In order to remove any barriers which impede the students from demonstrating their actual potential and to develop inclusive learning communities, certain arrangements can be made to the assessment procedures for students who will benefit from these. Some examples of these include but are not limited to:

- Addition time to complete the assessment
- Modified exam papers
- Access to a prompter, scribe or a reader.

Please refer to the school's learning diversity and inclusion policy 2023-2026 for further details.

9. Communicating the policy to the stakeholders

- Parents and students will be informed of the school's assessment procedures and principles during orientation sessions at the beginning of the academic year.
- The assessment plan is shared with the students and parents at the beginning of each term.
- Student's knowledge of assessment policy can be further reinforced in the class during homeroom time.
- Parents can access the school policies via the school website.
- Teachers will read and understand the policies during the induction week at the beginning of the academic year. At various occasions during the collaborative meeting, teachers will collaborate to understand, discuss, implement the policies during classroom teaching and learning and make recommendations to modify the school policies. All policies are saved in the common folder accessible to all teachers on the google drive.

10. Review and revision of the SKT Assessment policy

The Assessment policy is to be updated once every three years by the administration team (principal, vice principals, IB coordinator, academic coordinator) and the teachers.
Next review: May 2026

11. References

IB, 2004. *Diploma Programme assessment Principles and practice*. Cardiff, UK. International Baccalaureate.

IB, 2016. *General regulations: Diploma programme*. Cardiff, UK. International Baccalaureate.

IB, 2020. *Programs Standard and Practices*. Cardiff, UK. International Baccalaureate.

Appendix 1

Appendix 1 Approaches to Learning Evaluation Rubric

This rubric identifies the dispositions and approaches to learning that students need to develop if they are to be independent and successful learners. The rubric is used by teachers for assigning their Approaches to Learning grade in each subject within the Secondary School (IBDP). Excelling, Achieving, Beginning and novice given as examples on the continuum.

Descriptor Skill area	Excelling (E)	Achieving (A)	Beginning (B)	Novice (N)
Organization skills (time management and self-management, Independence)	Always on time for class. Completes homework and assignments in advance so that improvements can be made. Consistently catches up on all missed work and proactively alerts the teacher with planned absences. Consistently works until class time is over.	Consistently on time for class. Comes prepared with all necessary materials. All assignments & homework are completed on time. Consistently catches up on all missed work. Consistently works until class time is over.	Usually arrives to class on time. Usually prepared with materials for class. Assignments & homework are usually completed on time. Usually catches up on all missed work. Usually participates and works until class is completed.	Rarely on time for class. Rarely prepared with materials for class. Assignments & homework are often late. No attempt to catch up on missed work. Often not working in class.
Collaboration skills	Consistently treats others with respect. Contributes constructively, does not socialize during class time, and helps others to achieve more. Consistently helps to determine roles in-group work, demonstrating excellent teamwork and including others.	Consistently treats others with respect. Contributes constructively, does not socialize during class time. Consistently adapts to required roles in group work and sometimes tries to include others, demonstrating teamwork.	Usually treats others with respect. Usually does not socialize during class. Usually adapts to required roles in-group work, attempting teamwork.	Often displays disrespectful behaviour. Spends most of class time socializing. Rarely adapts to required roles in-group work; has difficulty with teamwork.
Communication	Consistently listens to instructions and helps others to understand. Consistently attentive and on task, showing a passion for learning. Consistently communicates in the language of instruction using excellent communication skills.	Generally, listens to instructions. Consistently attentive on task, ignores distractions. Consistently communicates in the language of instruction using good communication skills.	Usually listens to instructions. Usually attentive and on task, ignores distractions, may require prompting. Usually communicates in the language of instruction	Rarely listens to instructions. Requires monitoring by the teacher to stay focused on assignments. Rarely communicates in the language of instruction.

Descriptor Skill area	Excelling (E)	Achieving (A)	Beginning (B)	Novice (N)
Reflective skills	An excellent growth mind-set, always focusing on learning. Shows excellent goal setting, reflecting upon teacher and peer feedback to show extraordinary perseverance and improvement.	Consistently shows a growth mindset. Consistently listens for feedback from teacher and applies feedback to aid learning and growth	Sometimes shows a growth mindset. Usually listens for feedback from teacher, but needs to reflect more on how to apply feedback for growth.	Shows a fixed mindset. Rarely listens for feedback from teacher.
Thinking Skills	Consistently uses extraordinary critical or creative thinking to better understand course material. Asks insightful questions and proposes perceptive ideas. Very independent in solving problems, proposing solutions that help others.	Consistently uses critical or creative thinking to better understand course material. Asks good questions and proposes good ideas. Consistently solves own problems or proposes solutions.	Sometimes uses critical or creative thinking to better understand course material. Occasionally asks questions to help personal growth. Sometimes solves own problems.	Rarely uses critical or creative thinking to better understand course material, almost never asking questions to aid personal growth. Does not attempt to solve own problems.

Appendix 2



SKT International School (CITY CAMPUS)

CAUSE FOR CONCERN FORM

Name of the student	Year Group
Date	Form completed by
Subject area	

Main cause for concern:

- Attendance/Punctuality
- Communication and Interactions
- Behavior management problems
- Tardiness in submission of work
- Poor quality work
- Refusal to follow directions/instructions
- Academic malpractice
- Conditional access to HL subject
- Any other: _____

Briefly describe the concern:

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Actions/Conditions recommended to address the concern:

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Acknowledged:

1. Student signature_____
2. Parent/Guardian name and signature_____

Follow up course of action and date: