Meluha
INTERNATIONAL SCHOOL

IB ASSESSMENT POLICY

SCHOOL CODE: 062884

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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1. MISSION STATEMENT

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.[1]

International Baccalaureate. November 2019. What is an IB education? IB Mission Statement. page 6

MELUHA VISION STATEMENT

"Empower students with knowledge, 21st century skills and values deeply rooted in our culture, that will make them lifelong learners and productive global citizens."

MELUHA MISSION STATEMENT

"To provide engaging, experiential learning with 21st Century pedagogy in conformance with the National Education Policy 2020. The endeavour is to be student-centric and immersive, while imparting knowledge to students that can be put to use in the real world, and to do so in an interactive and robust learning environment. The MIS experience will be defined by academic rigour and excellence, as well as through vibrant co-curricular activities."

2. IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:[2]

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Our philosophy is to offer a holistic educational experience to our students with a curriculum that is global, digital and experiential.

International Baccalaureate. The IB Learner Profile. November 2019.

3. Assessment Policy

Purpose:

The purpose of the assessment policy at MIS is to ensure that all students receive a well-rounded and rigorous education that prepares them for success in higher education and beyond. The assessment policy is designed to support the school's mission to provide a challenging and inclusive learning environment that fosters critical thinking, creativity, and global citizenship.

4. Assessment Philosophy

At MIS, we believe that assessment is an integral part of the learning process. It is not only a way to measure student progress, but also a way to identify strengths and weakness, inform instruction and provide feedback to students. We view assessment as a collaborative effort between students, teachers and parents and we strive to create a culture of continuous learning and improvement.

5. Internal Assessment Practices

- We use a variety of assessment methods including formative and summative assessments to gather evidence of student learning and progress.
- We provide ongoing feedback to students to support their learning and help them set goals for improvement.
- We involve students in the assessment process by giving them opportunities to self-assess and reflect on their learning.
- We use authentic assessment techniques, such as projects, presentations etc to assess students learning in real-world contexts.
- We value diverse forms of evidence and strive to create an inclusive and equitable assessment environment.
- We use assessment data to inform instruction and make data-driven decisions about student learning through of Learning and Content Management system and Outcome based learning platforms.

Assessment Tasks:

- Multiple choice questions
- Short response questions
- Extended response questions
- Essay
- Project
- Portfolio
- Research assignments

- Summative assessments
- Formative assessments
- Diagnostic assessment
- Authentic assessments (Service Learning)
- Class discussions or Socratic sessions
- Experimental investigations
- Oral commentaries
- Multimedia presentations
- Interdisciplinary learning
- Online discussion forums

6. External Assessments

External IB assessments will be mandatory that are to be completed during the final year of the programme that will be evaluated by IB. These assessments are IB examinations that are administered during the May session and are sealed and mailed to IB for evaluation. All external assessments are conducted in a manner that abides by the *Handbook of Procedures for the Career-related Programme*.*(Link of Handbook is available on our school website – www.meluhaedu.com)*

7. Assessment Tools

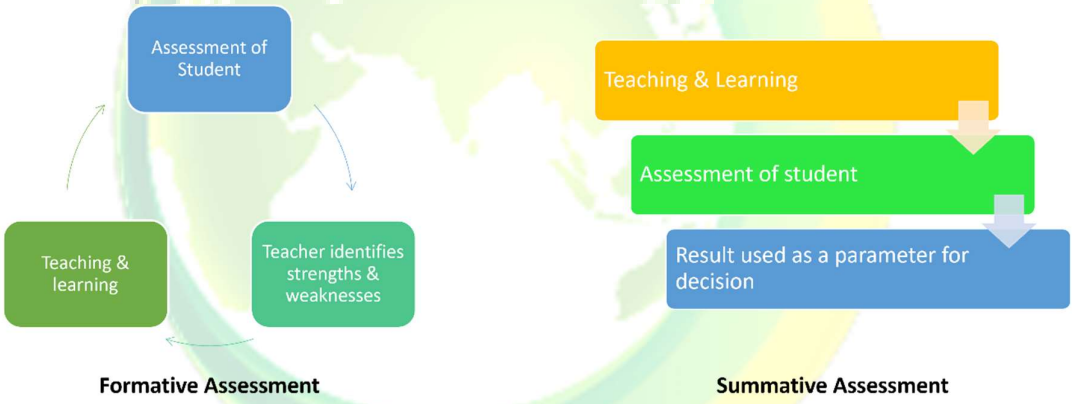
- A range of assessment tools including tests, quizzes, observations, portfolios and assessments of learning are used.
- We use diagnostic tests and psychometric assessment, that have been developed specifically for Meluha International School (MIS), to provide a baseline measure of student's learning and compare student performance for external benchmarks
- We use formative assessments to track student progress and inform instruction throughout the year.
- We use summative assessments to evaluate student learning at the end of a unit or course.
- All internal assessments for DP subjects – both formative and summative will be documented and shared with IB, upon request.
- The various stages of the Reflective Project will be documents, along with details of the approach, progress, and analysis.
- Moderation is a process of reviewing and adjusting the assessment marks to ensure consistency and accuracy across different moderators. Moderation ensures fairness and consistency and to make sure the marks awarded reflect the student's actual performance and not the individual moderator's bias.
    - We can achieve by comparing assessments to identify any discrepancies or variations.
    - Discussing and resolving any differences in the assessments among the moderators
    - Adjusting the marks if necessary to ensure consistency and accuracy.
    - Moderation should be carried out by trained and experienced moderators who are familiar with the assessment criteria and the subject syllabus.
    - Samples of assessed work will be randomly selected from each moderator to ensure consistency.
    - IB currently use a process of moderation called Dynamic Sampling which shall be followed by the school for Internal assessments and predictive grades. *Assessment guide for Teachers and Coordinators, Page 2*

8. Assessment for and of learning

- We use assessment for learning practices to help students understand the learning goals and expectations for a unit or course
- Provide students with clear feedback on their learning and progress and also encourage them to use this feedback to set goals and develop a plan for improvement
- We involve students in the assessment process by giving them opportunities to self-assess and reflect on their learning
- Use summative assessments to determine student achievement and progress towards meeting the learning goals and objectives.
- We use grades to communicate student performance to students, parents and other stakeholders

9. Assessment for Teaching

- Using assessment data to inform instruction and make data driven decisions about student learning.
- Using formative assessments to track student progress throughout the year
- Assessment data to identify areas of strength and weakness in individual student learning and adjust teaching practices accordingly
- Use assessment data to inform professional development and ongoing learning for teachers.



10. E-Assessments

Steps to be followed by teachers to conduct e-assessments:

- Determine learning goals, objectives for the assessments.
- M Academy is a Learning and Content Management, Outcome based learning platform that is used for curriculum management, digital content management, e-assessments and discussion boards in Meluha International School.
- Choose an appropriate e-assessment tool such as online quiz, virtual labs and all other exam types available as part of M Academy, LMS platform
- Create and publish the e-assessment including the instructions or guidelines for students
- Students shall access the e-assessments through their individual devices into the M Academy platform.
- Monitor student progress and provide feedback as needed.
- Analyse the data generated by the e-assessment and use it to inform instruction and make data-driven decisions about student learning

Benefits of E- Assessments:

- Efficiency: Saves time and resources
- Flexibility: Accessed anytime, anywhere with proctoring system if needed
- Customization: Customized to fit the needs of individual students
- Data: Multiple data points that can track marks, behaviour, time management and other AI generated reports like prescriptive and predictive analytics.

11. Paper authors and examiners

Paper author is the person who creates the questions and the associated mark scheme that will be used for assessments.
An examiner is the person who marks the candidate's work and will be different from the paper author for external examinations, however, for internal examinations the paper author and examiner may be the same person.
Assessments Principles and Practices 2018

12. Awarding of IBCP Certification

IB Career related Programme (CP) is a comprehensive course of study for 11th and 12th grade students.
CP candidates are required to complete the following in 11th and 12th grades:

- A minimum of 2 IB Diploma courses (1 in SL and 1 in HL) for Business Administration
- A minimum of 3 IB Diploma courses (2 in HL and 1 in SL) for Artificial Intelligence
- A career related study course (In MIS, it is either Business Administration or Artificial Intelligence)
- Personal and Professional Skills course
- A Language Development requirement
- Service Learning
- A Reflective Project

13. Predicted Grades and Reporting process.

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade.

At Meluha International School (MIS), the predicted grade of student will be based on the Internal Assessments, Semester exams in Year 1 & Year 2, Final Examination of Year 1 and overall Classroom assessment of the student.

The teacher may inform the students about their predicted grades sent to the universities of their choice; however, document of the predicted grades is not provided to the students.

Predicted grades are created twice, initially for college admissions around the month of September/October in Year 2 and for the second time in March, a month before the final examination to provide a realistic assessment. This grade is uploaded on the IB website and should be as accurate as possible.

The school follows the International Baccalaureate 1(low) – 7 (high) grade scales.

Achievement Grades (1-7)	Effort Grades (A - E)
7: Excellent	A: Excellent
6: Very good	B: Good

5: Good	C: Satisfactory
4: Satisfactory	D: Not adequate
3: Just below satisfactory	E: Little or none
2: Not adequate	
1: No achievement	

Final (reported) grade descriptors for IBDP subjects are as follows:
Sciences Grade Descriptors

Grade 7
Displays comprehensive subject knowledge 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 qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidence great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.
Grade 6
Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidence competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.
Grade 5
Displays broad subject knowledge and shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and 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. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.
Grade 4
Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding 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 solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.
Generally, approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.
Grade 3
Displays limited subject knowledge and shows a partial understanding 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 lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2
Displays little subject knowledge and shows weak understanding 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. Occasionally approaches investigations in an ethical manner but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction and attempts at conclusions that are largely incorrect/irrelevant.
Grade 1
Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance, or responsibility in investigative activities. Rarely approaches investigations in an ethical manner or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

DP Grade Descriptors, Group 4 Sciences, Page 22

Mathematics Grade Descriptors
Grade 7
Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments 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 validity 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 correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6
Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments 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 validity 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 correctly in routine situations—makes efficient use of calculator's functionality when required.
Minimal achievements in terms of the objectives.

Grade 5
Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4
Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3
Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts;

makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2
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; unable to use calculator correctly when required-questions exclusively requiring the use of the GDC are generally not attempted

Grade 1
Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation, or terminology; is unable to make effective use of technology.

DP Grade Descriptors, Group 5 Mathematics, Page 26

Individuals and Societies Grade Descriptors

Grade 7
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
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
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
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
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
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
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.

DP Grade Descriptors , Group 3 Individuals and societies, Page 20

For the Career-related studies, the internal assessments will be conducted by the school, the external examination will be conducted by World Academy of Career Programmes (WACP) in the month of March during Year 2. These external assessments will be moderated by WACP, and a certificate of completion is given to the student.

The IB will offer the final certificate only after the completed of all the requirements of CRS and Core Components, followed by the fulfilment of the IB grade requirements.

14. Progress Report (Draft)

SUMMARY OF ACHIEVEMENT

DP Subject	Final Grade	Participation
Mathematics HL (AA - Analysis and Approaches)		
Mathematics HL (AI – Applications & Interpretations) *(Please tick appropriate subject)*		
Remarks: *(To include Preparedness, participation, homework, deadlines)*		

DP Subject	Final Grade	Participation
Physics HL		
Business Management HL *(Please tick appropriate subject)*		
Remarks: *(To include Preparedness, participation, homework, deadlines)*		

DP Subject	Final Grade	Participation
Chemistry SL		
Economics SL *(Please tick appropriate subject)*		
Remarks: *(To include Preparedness, participation, homework, deadlines)*		

BUSINESS ADMINISTRATION

CRS Subject	Final Grade	Participation
Human Resource Management		
Principles of Accounting		
Principles of Management		
Projects/ Internships		

Remarks:
(To include Preparedness, participation, homework, deadlines)

ARTIFICIAL INTELLIGENCE

CRS Subject	Final Grade	Participation
Introduction to Artificial Intelligence		
Artificial Intelligence for Society and Ethics		
Math for Artificial Intelligence – I		
Data and Decisions in Artificial Intelligence		
Programming for Problem Solving		
Design Thinking for innovation		
Modern Day Apps and Human Computer Interaction		
Python Programming		
Artificial Intelligence Programming		
Capstone - I		

Remarks:
(To include Preparedness, participation, homework, deadlines)

CORE COMPONENTS	REMARKS
Personal & Professional Skills	
Service Learning	
Reflective Project	
Language Development	

HOLISTIC REPORT

	Year 1	Year 2
Classroom Behaviour		
Regularity		
Self-Confidence		
Responsibility		
Communication Skills		
Time Management		
Group Work Participation		

15. Academic Misconduct

Academic misconduct in any action or attempted action with the aim of gaining an unfair academic advantage in relation to any academic exercise or assessment shall not be entertained in any circumstance.
Misconduct may occur in various forms, such as:

- Cheating
- Plagiarism
- Fabrication
- Falsification
- Self-plagiarism/ Duplication
- Misrepresentation
- Aiding and Abetting Misconduct
- Ghost writing

16. Academic Honesty

As part of a student's learner profile, students must engage in an inquiry process as principled learners and critical thinkers who respect the ideas and work of others.

Students shall learn:

- How to research efficiently
- How to think critically about the validity of the resources
- How to cite sources and to identify primary and secondary sources
- The difference between facts and opinions
- What constitutes plagiarism
- What is considered misconduct and what could be the repercussion if he/she is found guilty of Academic Misconduct.

IMPLEMENTATION OF THE POLICY

The policy will be published on the school website and will be introduced to the entire Meluha community. New staff will be familiarised during the induction and will be introduced to parents during orientation.

The policy shall be reviewed annually to incorporate any improvements and changes proposed by IB.

Reviewed by	Date of review	Date of next review
Anjali Razdan, Head of School	14 March 2023	13 March 2024

Note:

Acknowledged as a working document, Meluha International School IBCP Assessment Policy is implemented and reviewed annually by IB teachers, IB coordinator, Core teachers, CRS coordinators and school administrators.

The assessment policies for various schools are available online and those posted on the internet were viewed and it was concluded that in many cases, we concurred with their phrasing of some policy components.

The assessment policy will be available on the school's website.

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7. Assessment guide for Teachers and Coordinators, Page 2
8. DP Grade Descriptors, Group 4 Sciences, Page 22
9. DP Grade Descriptors, Group 5 Mathematics, Page 26
10. DP Grade Descriptors, Group 3 Individuals and societies, Page 20