# VICTORIOUS KIDSS EDUCARES

## The School With A Difference
## An IB World School

# ASSESSMENT POLICY

# CONTENT

## Introduction

Assessment is an integral part of the school's teaching and learning. It provides an overview of students' progress to parents, teachers, and students. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

## IB Mission

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.

## VKE Vision and Mission

### Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

### Mission

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instill in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect the diversity of religions, cultures, and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, Share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover their self-worth, inner potential, and solve real-life problems effortlessly.

## Philosophy

We believe that…

- Assessment defines each student's ability: what the student knows, understands, and can do.
- Assessments are anchored in an authentic manner.

- Assessment provides students and teachers with feedback to maximize the potential of each student.
- Assessments are a continuous process of documenting knowledge, skills, and dispositions, in measurable terms to promote an inclusive approach toward the development of a student.

## Purpose of Assessment Policy

- To give timely, direct, specific, and contextualized feedback that is central to all teaching and learning.
- To Reflect - an essential process of assessment that helps teachers and students to take corrective measures in order to achieve their goals.
- To take decisions regarding the instructional needs of an individual learner.
- To monitor the effectiveness of the programme and provide directions to teachers, learners, parents, and administrators for overall school development.

## Communication

The Assessment policy is communicated to the VKE community through multiple pathways including Parent orientation, staff meetings, PTA meetings and sometimes inviting parents for assessments and end-of-unit celebrations in PYP. New staff are familiarised with the document during induction. A copy of the Assessment policy is available on the school server. Students and staff are made aware of the policy by the leadership team.

## Assessments at VKE

Assessment can mean any of the different ways in which student progress can be gathered and evaluated. Common types of assessments include Assessment of learning, assessment for learning and assessment as learning in PYP. We have an entry-level assessment for students at the time of admission to check their readiness for the grade level. In PYP, we differentiate the assessments for SEN (Rainbow), ESL or learning support requirements. Tests, examinations, extended practical work, projects, portfolios and oral work in MYP and DP. Sometimes, assessments are carried out over a prolonged period, and at other times, they occur over a few hours. Assessments will sometimes be judged by the student's teacher, while other times they are evaluated by an external examiner.

## Aims of Assessment

1. Be central to the teaching and learning process.
2. Supports Monitoring, Documenting, Recording, and Reporting learning in PYP.
3. Support and encourage student learning by providing feedback and feedforward on the learning process.
4. Inform, enhance and improve the teaching process.
5. Promote positive student attitudes towards learning.
6. Promote a deep understanding of subject knowledge by supporting students in their inquiries set in real-world contexts.
7. Promote the development of critical - and creative-thinking skills.
8. Reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
9. Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
10. Provide the opportunity for students to exhibit the transfer of skills across disciplines, such as PYP exhibition, personal project, and interdisciplinary unit assessments.

## Effective Assessment

Teachers plan assessment tasks collaboratively catering to the needs of the students (including learning support, ESL, and SEN). Assessment values the learning process, as well as the products students create. The school uses a balanced range of strategies and tools for monitoring and documenting learning. Assessments are planned by facilitators, and co-constructed with students, we also practice self and peer assessments. Teachers infuse academic integrity in different assessments by modelling academic integrity principles. The effective assessments support developing assessment capabilities of the learning community. Members of the learning community support student growth and assessment capabilities through a strong and integrated assessment culture.

**Effective Assessments allow students to:**

- Use their prior knowledge to build on and guide the inquiry process.
- Use various learning strategies and build on their own strengths.
- Know and understand in advance the criteria for producing quality product or performance.
- Express their points of view and understanding.
- Demonstrate and share their learning.
- Support students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The assessments require both teachers and students to exhibit assessment capabilities.
- Allow students to become self-regulated learners as they engage in the assessment and act on constructive feedback. Students reflect on their progress, set goals for learning, and draw an action plan to achieve these learning goals.

**Effective Assessments allow teachers to:**

- Be informed about every stage of the teaching and learning process, and identify what students know, understand and can do at different stages in the learning process.
- Reflect on assessment practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- Develop task-specific criteria for producing a quality product or performance.
- Gather evidence from which sound conclusions can be drawn.
- Provide evidence that can be effectively reported and understood by the whole school community.
- Collaboratively review and reflect on student performance and progress.
- Adapt to the learning styles and student requirements.

**Effective Assessments allow parents to:**

- Become more aware of and understand the learning goals their child is working towards, and the progress their child is making.
- Extend the child's understanding and development of skills by supporting learning.
- Celebrate the child's learning and accomplishments.
- Observe and track the child's progress and growth.

### What do we assess: Assessment practices

- Assessments address both the process and the product of learning for units of inquiry and standalone subjects.
- Assessments focus on knowledge, skills and conceptual understanding.
- At the beginning of each Unit of Inquiry, teachers assess student's prior knowledge and experience to understand what the student already knows and can do. It aids the planning process.
- Assessment practices help check if the learning is on track or if the student is ready for extension. They elicit depth and breadth of student's understanding of various subject areas.
- Assessment practices include monitoring, documenting, and measuring learning. It helps understand how students make connections, develop and use various approaches to learning, and build on the learner profile attributes. Teachers monitor and document learning using different assessment strategies and tools.
- Students are made aware of the assessment criteria in advance. They are provided with feedback and feedforward throughout the assessment process.
- Student reflection is an integral part of assessments.
- Assessments provide opportunities for students to develop assessment capabilities. Self-assessment promotes a positive sense of agency and self-efficacy allowing learners to self-adjust their learning goals.

### Characteristics of effective assessment (From ibo.org)

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- Authentic: It supports making connections to the real world to promote student engagement.
- Clear and specific: This includes desired learning goals; success criteria and the process students use to learn.
- Varied: It uses a wider range of tools and strategies that are fit for purpose to build a well-rounded picture of student learning.
- Developmental: It focuses on an individual student's progress rather than their performance in relation to others.
- Collaborative: It engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

### How do we Assess

We follow four dimensions of assessment i.e. Monitoring, Documenting, Measuring and Reporting learning.

### Monitoring learning

The monitoring of learning occurs regularly using strategies like open-ended tasks, written or oral assessment, workpieces, student notes and records in the notebook, student portfolio and Learning continuations. Teachers monitor student's conceptual understanding, ATLs, prior knowledge and knowledge developed through inquiry and research. Students reflect and discuss with teachers and peers to decide the next step in learning. In Early years, monitoring of learning takes place by intentionally listening to students during PLAY activities in different learning spaces.

### Documenting learning

Documenting learning occurs regularly to reconnect with learning goals and success criteria. Teachers make focused observations and maintain anecdotal records. The documentation of learning occurs in the form of self-reflection, feedback and feedforward, peer feedback, portfolios, and learning walls in the classroom. Teachers document learning goals, questions, reflections and evidence of learning in portfolios in the form of work pieces, anecdotes and pictures. In early years, learning is documented using learning stories. The documentation tools in school include exemplars, checklists, rubrics, anecdotal records, continuums and portfolios.

### Measuring learning

Teachers gather assessment data using assessment tracker. The data is gathered for the progress or achievements in various assessments. Teachers use multiple data points to evaluate student progress. Teachers use a range of assessment tools and strategies to collect data. The data includes student attainment of conceptual understanding and key IB elements. This entails the participation of the student in the process, resulting in building their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

### Reporting learning

We report learning twice in an academic year. At the end of each term, students and parents are provided a progress report with detailed feedback. Following the feedback the parents are invited to discuss the report with the respective homerooms/subject teachers. The conferences are another way to involve the learning community in the process of reporting of learning. These conferences are opportunities for students to demonstrate their understanding of the IB learner profile attributes, reflect on their learning experiences, and develop ATLs.

### 3-Way Conferences

These conferences involve the student, teacher, and parents or guardians. They come together to discuss the student's progress, goals, and development. The student shares the reflections and goals with the guidance of the teacher. The teacher provides feedback on the student's academic and personal development. Together, they discuss strategies for further improvement and support.

### Student-Led Conferences

During Student-Led Conferences, students take an active role in presenting their learning, goals, and achievements to their parents or guardians. The student is at the center of the conference, guiding the discussion. Students present their portfolios or presentations showcasing their work and assessments. They explain their learning journey, highlight their strengths, and areas for growth, thereby reflecting on personal goals. Parents or guardians listen, ask questions, and provide feedback to celebrate the student's achievement.

## Types of Assessments in PYP

**Assessment for Learning:** It is an ongoing process that takes place throughout the learning process. The primary purpose of these assessments is to inform teachers and students about the students' understanding and progress toward learning outcomes. The assessment data help adjust teaching and learning, differentiation and accommodations required to meet the different learning needs. Teachers use various strategies and tools such as observations, discussions, and feedback to monitor and document learning. The assessment for learning also includes self, peer and group assessment reflecting on their strengths and areas for improvement.

**Assessment as Learning:** Assessment as Learning involves students actively engaging in the assessment process by monitoring their own learning, setting goals, and reflecting on their progress. It promotes metacognition and self-regulation. Teachers constantly work on identifying the opportunities to practice assessment as learning. These assessments promote student agency and assessment capabilities. Learning journals and portfolios are used to document learning.

**Assessment of Learning:** It is used to evaluate and measure what students have learned over a period of time. It often occurs at the end of a learning cycle to determine if students have met specific learning outcomes and big ideas. These assessments play a major role in reporting student attainments. These help teachers understand the development of knowledge, ATLs as well as the growth of personal attributes like international-mindedness.

## ASSESSMENT STRATEGIES
- Observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks

**ASSESSMENT TOOLS:**

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums

**Evaluation scale for reporting:**

**Assessment Descriptors:**

**Effort:**

| M | Magnificent | The student consistently demonstrates a meticulous understanding of concepts and applies knowledge and skills with accuracy and independence. |
|---|---|---|
| P | Proficient | The student consistently demonstrates a thorough understanding of concepts and application of knowledge, often with accuracy and independence. |
| D | Developing | The student consistently demonstrates a good understanding of concepts and applies knowledge and skills with some guidance. |
| E | Emerging | The student demonstrates a limited understanding of concepts and can apply knowledge and skills in some situations with constant guidance. |
| NA | NA | Has not been evaluated yet due to late joining or non-availability. |

**Learner profile:**

| C | Consistently | Demonstrates evidence of the attribute all of the time |
|---|---|---|
| U | Usually | Demonstrates evidence of the attribute most of the time |
| S | Seldom | Demonstrates evidence of the attribute some of the time |
| NA | NA | Has not been evaluated yet due to late joining or non-availability |

**Approaches to learning**

| C | Consistently | Demonstrates evidence of the skill all of the time |
|---|---|---|
| U | Usually | Demonstrates evidence of the skill most of the time |
| S | Seldom | Demonstrates evidence of the skill some of the time |
| NA | NA | Has not been evaluated yet due to late joining or non-availability |

### The Exhibition in PYP

In the final year of the PYP, students would participate in the PYP exhibition. Students engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues or problems. The exhibition process plays a vital role in developing assessment capabilities. The selected central idea has sufficient scope and significance to warrant a detailed investigation by all the students. It would be transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. This event is a celebration as students move from the PYP into the middle years of schooling. The exhibition represents a significant event in the life of a PYP school and student, synthesizing the key elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developed throughout their engagement with the PYP.

### Roles and Responsibilities

*Role of Student:*

Be fully prepared for class assignments and assessments.

- Submission of work on time
- Present work appropriately
- Keep track of their own performance on learning goals
- Identify challenging goals for their own learning:
    - Participate in self-assessment and peer assessment
    - Reflect on personal learning
    - Plan goals for further learning

*Role of teacher:*
- Use assessments that are meaningful and reliable.
- Planning and executing a balanced assessment, both formative and summative.
- Clearly, communicate to students and parents about assessment expectations and plans for the term through monthly planners and term planners.
- Work collaboratively with other colleagues for effective planning and execution of Interdisciplinary projects.
- Involve students in the assessment process, by explaining the objectives and process of assessment.
- Design assessments which are relevant and involve the active participation of students.
- Provide adequate opportunity to enhance ATL skills through a varied range of assessments. Assessment of all MYP/DP strands of all four objectives at least twice in an academic year.

- Assessment should be based on students prior knowledge, experience, capacity, and learning style.
- Determining the appropriate assessment required for individual students, aiding differential teaching.
- Communicating effectively with students, parents and governing bodies on assessment needs as appropriate.
- Providing advance notice of the summative assessment to both students and parents.
- Documenting a clear assessment profile of each student by means of teacher mark book.
- Maintain MYP Unit planners which clearly shows all details of assessment
- Use multiple assessment strategies to evaluate student progress thoroughly
- Provide timely feedback to students and parents
- Analyze assessment data to identify patterns of student performance and needs
- To guide students to improve their own learning by providing ongoing feedback

### *Role of Homeroom teacher:*

- Communicate with students and parents on the academic progress of the students. Where appropriate, communicate with the Coordinator on issues related to student progress.
- Collaborate with the subject teachers in order to keep track of students' overall academic progress.
- Monitor the online progress report to see that all assessment related entries are made before sending the reports to parents.

### *Role of Head of the Department:*

- Guide and enable the process of subject area assessment planning through collaboration.
- Standardization of assessments is discussed and done before the marking of answer scripts.
- Monitor the assessment documentation maintained by each subject teacher.
- Provide professional development opportunities for subject teachers to learn good assessment practices from each other as well as the experts.

### Key features of MYP/DP assessment

Assessment in the VKE is criterion-related and is directly linked with the aims and objectives of the subject groups. Criterion-related assessment leads to teaching and learning that is grounded in inquiry, while maintaining disciplinary rigour. The "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced"(where students must be compared to each other and to an expected distribution of achievement) nor

"criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Internal (school – based) assessment uses a "**best – fit**" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. The "best – fit" approach reflects criterion – related philosophy of assessment. In contrast to criterion based assessment, the approach does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. Assessment relies on teachers **professional judgement** to develop and apply shared understandings of "what good looks like".

## Types of Assessment

**Internal assessment** includes tasks, strategies and tools that are designed, developed, and applied by teachers working with students in their schools. Assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme.

- **Pre-assessment**

All teachers will assess students' prior knowledge and experience before embarking on new learning experiences, in an appropriate way. Teachers develop ways of ascertaining students' prior learning so that they can plan appropriate learning experiences and teaching strategies.

- **Formative Assessment**
  - Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes.
  - Formative assessment can take place before, during and after the substance of a unit is taught. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.
  - Formative assessment is a way to explore personal learning styles as well as individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.
  - Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.
  - Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.
  - Peer and self-assessment are often valuable formative assessment strategies.

- **Summative Assessment**

  - o Summative assessment tasks are directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills. Internal (school-based) summative assessment is part of every unit.
  - o Summative assessments are designed to provide evidence for evaluating students' achievement using required MYP/DP subject-group specific assessment criteria.

  Internal summative and formative assessments are closely linked, and teachers use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

## Planning Assessments

VKE values the use of a variety of assessment strategies during the programme. The school uses a range of strategies and tools to assess student learning. Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject group objectives for that unit. Learning involves students in both peer and self-assessment.

### *Assessment Strategies*

- **Observation**

  Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.

- **Open-ended tasks**

  This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

- **Selected response**

  Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a

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unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

- **Performance**

  The VKE assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

  Teacher-designed performances of understanding may take the form of a composition, a research project, a presentation, or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning

  objectives (summative assessment).

- **Process journals**

  The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.

- **Portfolio assessments**

  Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

## Assessment Tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP/DP objectives, although various categories of task exist that are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations- verbal (oral or written), graphic (through various media)

**Appropriateness of tasks**

The assessment tasks developed for each unit should address at test one MYP/DP subject-group objective. It is essential that tasks be developed to address the objectives appropriately; it is not valid to assess summatively pieces of work that do not address at least one of the objectives.

Assessment tasks should take into account the requirements of students with learning support requirements. Consideration of the appropriateness of the task should also be made for those who are learning in a language other than their mother tongue.

**Creating sufficiently rigorous tasks**

Teachers will ensure that assessment tasks not only address an objective, but allow student's access to all the achievement levels in the corresponding criterion. Teachers will need to understand fully the implications of each criterion and the achievement levels before designing assessment tasks.

**Task-specific clarifications**

Teachers develop task-specific clarification to bring a level of specificity to the assessment criteria. Each task-specific clarification is based on published assessment criteria. The task-specific clarification assists students learning by providing the expectations of any given task with direct reference to the published assessment criteria.
These expectations might be in the form of:

1. a task-specific clarification of the criteria, using the published criteria but with some wording changed to explain the task.
2. an oral discussion of the task and explanation of various achievement levels (including exemplars from a range of accomplishments)
3. a task sheet that explains performance expectations.

Teachers specify the expected outcomes at the beginning of each assessment task so that students understand the task's detailed requirements. When clarifying expectations for students, teachers ensure that they do not alter the standard expected in the published criteria or introduce additional requirements.

**Common practices in using MYP/DP Assessment criteria**

1. MYP/DP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
2. MYP/DP teachers develop rigorous tasks that embrace a variety of assessment strategies to provide students with opportunities to achieve at the highest level.
3. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.
4. Students are given opportunity to appear for summative assessments.

5. Assessment practices provide diverse opportunities for students to demonstrate their learning in relation to each criterion in each subject. Each criterion strand is assessed twice a year.
6. Learning objectives are shared with students as part of teaching and learning practices.

## MYP/DP Assessment criteria

The prescribed MYP/DP assessment criteria across subject groups are summarized as follows:

| Subjects | 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 |
| Projects | Investigating | Planning | Taking Action | Reflecting |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

## Subject-specific criteria requirements

### Language and literature

Most questions will be answered using a standard text tool set. Other tools to facilitate different response types such as flow charts will be made available as they are required.

Analysing task assesses students' ability to analyse, then compare and contrast two unseen text extracts (one written text and one multimedia text). It is made up of a series of short response questions which focus on criterion A, followed by an extended response question which is assessed using criteria A and B. Producing literary text task is an extended creative writing task, with a stimulus of two static images provided. Producing non-literary text task is an extended non-literary writing task and it is connected to the global context focus for the session and year of study.

### Language Acquisition

There are four distinct summative assessment tasks for ePortfolios in language acquisition.

Teachers are responsible for choosing the written, visual and audio texts required for tasks 1 and 2 and for creating questions that allow achievement at the highest levels of the appropriate criterion. A mark scheme should be created for each of these tasks.

It is not necessary for ePortfolio tasks to be completed consecutively or in a particular order. However, for all tasks, students should be made aware of the date, time and location of their assessments. Teachers should ensure that students are aware of the specific expectations of each task, the assessment criteria and the achievement levels against which their work will be assessed.

The following conditions must be maintained for all of the assessments.

- All assessments must be completed under direct teacher supervision. Students must not communicate or collaborate with each other during any of the assessments.

- The use of dictionaries or digital aids is not permitted in any task; if the task is word processed, spellcheckers must be disabled.

- The interactive oral must take place between the student and the teacher on an individual basis.

- Every effort should be made to ensure the recording of the interactive oral is of a good quality with minimal background noise.

- Teachers must ensure that all material used for the aural and written comprehension tasks is fully acknowledged.

- Students must not have access to or see any assessment material in advance of any task.

- Schools must put measures in place to prevent communication between students who have performed and assessment task and those who are yet to do so.

## Individuals and Societies

- For summative assessments, teachers must use objective/criterion B in combination with at least one other individuals and societies objective/criterion
- Addressing individuals and societies objectives, Objective B (Investigating) focuses on the skills of students in the research process. The strands in the
- objective follow a logical order that is used during this process. This objective/criterion should always be used with other individuals and societies criteria when used for summative assessment tasks.

## Sciences

- A variety of sources feature in each assessment and could include Data tables, Animations, Static images, Simulation, Videos and Graphs.
- A variety of response tools are available to students, including but not limited to an on-screen calculator, a measuring tool, drawing canvases, a graph plotter and a table drawing tool.
- Knowing and understanding is the first task which assesses students' knowledge and understanding of science; however, marks may be awarded against the other criteria when appropriate to the skills used in answering a question( criteria A and C.). Investigation skills are the second task which assesses the skills needed in scientific investigations (criteria B and C). The task may involve a single investigation or it may assess specific skills in a number of discrete scenarios. Applying science is the third task which requires students to explain how science is used to address a real-life issue. This task will be assessed against criterion D, but there may be occasions when marks are also awarded against the other three criteria when this is appropriate for the question

## Mathematics

- Generally, criteria A, B and D are assessed with different kinds of tasks. Criterion C is often used to assess constructed responses and reports in combination with criterion B or D.

## Design

- The design project is a compulsory component of all MYP design courses.
- This task must be assessed using all four criteria. It must be presented as a design folder that is clearly divided into four sections: one per criterion. It must begin with the student's inquiry into the problem and end with the evaluation of the product/solution. Students are presented with a design situation by the teacher, from which they identify their own problem.
- Other recommended tasks include the product/system study and the design and make.

**Physical and health education**

- Students must complete an aesthetic movement routine that is assessed against criterion B (planning for performance) in every year of the programme

**Arts**

- Students complete a portfolio of evidence from the body of work undertaken during the unit responding to the prescribed summative assessment tasks.
- Where a prescribed summative assessment task or the teaching context of the school results in students working within groups or collaboratively, students must only be assessed for their individual contribution to the submission. It is essential that the work of each student is clearly identifiable for the assessment process, both to the teacher and to IB examiners.
- When selecting evidence for group activities, care must be taken that each student features prominently enough to allow for only his or her contribution to be assessed. Students and their contribution to an activity must be clearly identifiable. The following examples show how this might be achieved.
- Text evidence—students record their personal contribution, ensuring they carefully identify their role in the development and any eventual outcome, paying particular attention to documenting their individual approach, investigation and contribution made to the collaborative process.
- Video and photographic evidence—each student ensures that he or she is clearly identifiable, for example, by wearing a coloured top that contrasts with other members of the group so he or she can be recognized as the focus of assessment.
- Audio evidence—audio evidence is not generally recommended for collaborative or group work because it is not possible to identify each individual contributor. To allow for the flexibility of assessed work in subject/disciplines within the arts, this sliding scale establishes the maximum limits of student work submitted as an MYP ePortfolio. Work exceeding the maximum must not be considered in assessment by teachers or examiners.

**Interdisciplinary Unit**

- In interdisciplinary units teachers assess the integration of disciplines using the MYP interdisciplinary criteria. For determining achievement levels for disciplinary grounding (criterion A), teachers consider subject specific criteria but they determine the appropriate achievement level based on evidence from all participating subjects.
- MYP students in Years 1 to 5 undertake the study of one interdisciplinary unit per year.

## Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All subject groups have four assessment criteria divided into four bands; each of which represents two achievement levels.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

## MYP/DP command terms

An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP/DP subject groups as well as in further study.

Schools should provide opportunities for the explicit explanation of command terms within the context of the subject groups and the development of interdisciplinary ATL skills. By sharing command terms with students, teachers are able to give opportunities to practice relevant skills; to check understanding of the terms used to direct tasks; and to discuss what is expected or required, and the steps involved in completing tasks successfully.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms.

The clarity of terminology is especially important for students with diverse learning needs and complex language profiles. Consistent application of command terms reduces stress and confusion about their meaning, and empowers students to manage their own learning and transfer cognitive processes and academic skills.

## Internal standardization in MYP/DP

MYP/DP assessments at 'Victorious Kidss Educares', uses a **"best-fit"** approach in which the teachers work together to establish common standards against which they evaluate each student's achievement holistically.

The above process facilitates a common understanding of the teachers and aids to align assessment tasks with the subject expectations. In doing so, the teachers increase the reliability of their judgments.

On the completion of every assessment, it is mandatory that two (2) teachers, per department (referred to as standardizers), from the same subject group, review the assessment. The final review is done by the senior teacher of the respective subject groups. Subject teacher awards the grade and writes her/his comments in the comment section. Furthermore the other two standardization members/ examiners review the assessment papers and fill in their marks and comments.

Following the above procedure, the teachers, along with the respective HOD reach a decision to award 'an agreed grade', in line with the 'professional judgement' and the 'best-fit' approach. In case there are disagreements, the Head of Departments and MYP/DP Coordinator/ Head Coordinator is approached so that together the team arrives at a conclusion. All the anecdotes are kept in the school records.

The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgements.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to assessment objectives.

### Determining achievement levels

- At the end of a period of learning, teachers make **professional judgements** on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught.

- When applying the assessment criteria to student performance, the teacher determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher determines whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their **professional judgement** in determining the descriptor that **best fits** the student's performance.

- The descriptors, when taken together, describe a broad range of students' achievement from the lowest to the highest levels. Each descriptor represents a narrower range of students' achievement. Teachers use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following.

- Student support—students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student's achievement level.

At VKE, we do not

- Determine grades using a proportion of scores for classwork, homework and tests
- Determine grades by averaging summative performance scores over the year
- Use single piece of work to determine final grades.

### Analysis of assessment data

Teachers analyse assessment data of each grade from They reflect on students' performance in each criterion and develop an action plan to improve on teaching and learning strategies.
Respective subject teachers collaboratively analyse IB Examination results and subject reports. They incorporate the feedback from the report into action plan for students' better performance. Also the comparison of world score and school score helps reviewing the school's action plan.

### Aligning the MYP/DP internal assessment model with external requirements

According to IB, where possible, schools are encouraged to align the assessment requirements of the national or other system with the MYP/DP assessment model. If there are enough similarities, schools can use MYP/DP assessment criteria and criterion levels totals to determine grades. If schools use MYP/DP grades and choose to add additional criteria to meet local requirements, they must develop their own grade boundary guidelines.

Schools can determine MYP/DP grades and convert them to grades for other systems.

Assessment principles and practices are aligned with the **local/state/national** requirements with respect to systems for grading and reporting.

## Common tools for recording students' achievement

At VKE we record each student's progress through using these common tools:

- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating student's tests, portfolios, or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a pre-determined scale.

- **Benchmarks/exemplars:** These are samples of student's work that serves as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.

- **Checklists:** These are lists of information, data, attributes, or elements that should be present in tasks and assignments.

- **Anecdotal records:** Anecdotal records are brief, written notes based on observations
  of students. These records need to be systematically compiled and organized.

- **Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the learning process.

- **Gradebook:** Teachers use Gradebook- a document where student grades of all the assessments are maintained throughout the academic year. This helps the teachers to make professional judgement on the students' performance during the academic year.

## Feedback and reporting on assessments

We support and encourage student learning by providing feedback during the learning process. One to one feedback is given to students after each assessment. Teacher writes comments on the assessment paper that helps the student for further improvement. Students are encouraged to reflect on their assessment performance in the self-reflection sheet. Corrected Assessment papers are submitted to the Assessment department. Finally these papers are standardized by the Coordinator. Then the corrected assessment papers are sent to the parents to make them aware of the student progress.
Students are asked to make individual short term goal plan for improvement in further assessments

### Reporting Student achievement

Reporting is a means of giving "Feedback" for assessment. Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students learning, identifies areas for growth. Official reporting at VKE is done twice in an academic year. Parents are provided with a report card with a detailed feedback and progress of their child.

*At **VKE** we **report** on each student's progress through:*

### 1. Conferences

The purpose of conferences is sharing of information between teachers, students and parents. These conferences may take a formal or informal structure. Amongst others, the types of conferences that we follow are:

### I. Teacher–student

These are designed to give students meaningful feedback so that they can reflect on their work and further refine and develop their skills. As per the requirement, the students are given feedback in order to support and encourage the student's learning and teachers' planning.

### II. Teacher–parent(s)

These are designed to give the parents information about the student's progress, their needs, and about the school's programme. Teachers may take this opportunity to address parent's concerns, and help them define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the students' learning. With prior appointment, the parents can meet the Home room teacher and subject teachers to discuss the progress of their child.

### III. Student-led

Student-led conference would involve the student, teachers and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of learning situations. These experiences at Victorious Kidss would require:
- All students to participate in student led conference once a year
- Class time to be given to collect and reflect on work
- A reflection sheet to be completed (Student, parent and teacher )
- Content/time would vary depending on grade level

### IV. Three-way

Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who

is responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference. Three way conferences are held once a year.

### 0.   Written report

The Written Report is the school's attempt to communicate, share and reflect on students learning at the end of each. The Report indicates areas of strengths, areas of improvement in all disciplines, and skills of students. Reporting is also done on Service-Learning Outcomes for all the grades. The learning outcomes demonstrated by the students are marked as 'yet to demonstrate', 'has begun to demonstrate' and 'consistently demonstrated'.

### 0.   Portfolio

Portfolio is to identify student's growth and to provide continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers and students on student's progress on all areas of curriculum, handling attitudes, skills and learner profile attributes. At the students share their portfolio with parents. The portfolio consists of work samples of different subject area, summative assessments, and student's reflection sheets from all areas of development. Key work pieces in the portfolio have a reflection completed by teacher / student. The work collected reflects student's growth as a learner.

### 0.   Teacher's Assessment Folder [Anecdotal Record]

Subject teachers will maintain an assessment folder for the class. This includes ongoing assessment on all areas concern to students' overall development. This folder is kept with the teacher and is referred to when working on the written report for.

### 0.   Reporting to Governing body

The governing body is informed about the requirements of the assessments as per the IB regulations and conduct of the e-assessment.
The achievement levels of the students are determined considering their overall performance based on professional judgment and best fit approach. The implementation of the assessments and achievement reports are then informed to the governing body.

### General grade descriptors

Grade boundary is the point at which student achievement moves from one grade to another. It is often used to indicate the lowest or highest criterion levels totals or marks that correspond to a particular grade.

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Highest achievement grade for each criterion is 8.

Teachers follow the general grade descriptors and grade boundary guidelines associated with MYP 1–7 grading scale to determine final grades in each year of the MYP.

### MYP/DP General Grade Descriptors

| 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 e-Assessment

MYP e-Assessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and e-portfolios provide a balanced model of assessment for schools seeking IB-validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required e-Assessments.

Assessment comprises three strategies for assessing what students know and are able to do:

- **e-Portfolios** of carefully defined coursework in Language Acquisition, Arts, Design and Physical and Health Education, using a process of dynamic sampling to moderate results to a global standard

- **On-screen examinations** (two hours in duration) for selected courses in Language and Literature, Individuals and Societies, Sciences, Mathematics and Interdisciplinary Learning.

- **Personal Project**: a student-centered and age-appropriate extended project in which students consolidate their learning throughout the programme. While other Assessments are optional for schools, all MYP year 5 students must take part in Personal Project. The personal project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

## Moderation of the personal project

The official validation of personal project grades is mandatory, and requires a process of external moderation of teachers' internal assessment.The project is internally assessed by the supervisor, and then standardized with other MYP teachers after which the work is submitted to the IBO for external moderation. The schools registers all MYP year 5 students for personal project moderation.

## Common Features of on-screen examinations

On-screen examinations comprise three extended tasks and a series of stimulus materials or background resources to engage students with interesting scenarios and problems. Each task targets at least one assessment criterion, and each question is carefully written to stimulate a response that demonstrates student achievement with respect to strands within those criteria. Each examination series focuses on a specifies global context and at least one task on each assessment is developed in light of this global context.

## Marks versus levels

The award of marks is made with close reference to task-specific mark- schemes, which in turn have been interpreted from the particular strand(s) from the subject-group criteria being assessed. Through careful construction, on-screen examinations assess and award marks to candidates across all the subject-group criteria in proportion to the level of achievement demonstrated in those criteria.

## Procedure for requesting an enquiry upon results

The IB provides the service of enquiry upon results **(EuR)** under specific categories, following the release of results. This service is accepted by IB only from schools, not from individual candidates, their legal guardian(s) or other representatives. VKE has the provision and  accepts the request of **EuR**, from the candidate or their legal guardians. On granting the permission  for  the specified category, the MYP Coordinator completes and submits the EuR to the IB, within the stated deadline.

## Some of the Inclusive arrangements for assessments at VKE

- **Access to additional time**

   Additional time may be authorized for on-screen examinations and for certain activities connected to ePortfolio summative assessment tasks according to the candidate's requirement. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6mins for each hour of the examination) for candidates with minor challenges, the standard applicable to most candidates; 25% additional time (15 minutes for each hour of the examination) which is the standard applicable to most candidates and 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, for candidates who  have  a  requirement  for  a  substantial  amount

of additional time such as candidates with total visual impairment, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour, the additional time should be given on a pro rata basis.

- **Access to speech recognition software**

  Candidates who require inclusive assessment arrangements to access typing may be authorized speech recognition software for their on-screen examinations.

- **Access to reading**

  Candidates who require inclusive assessment arrangements to access reading the text in the examination may be authorized a reader or reading software for their on-screen examinations.

- **Access to a practical assistant**

  In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. The assistant may perform tasks such as motor movements of moving the mouse that are difficult for the candidate.

- **Access to alternative accessible font**

  Candidates who require a font other than the standard in the on-screen examinations can opt to view text in an alternative accessible font, Lexia Readable. When authorized, the text in their on-screen examinations will be available in this font.

- **Access to speech and hearing**

  Candidates with hearing, speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.

- **Access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project)**

  When a candidate requires reasonable adjustments for the ePortfolio summative assessment task or personal project, this can be requested as an inclusive assessment arrangement. However, given the unique nature of reasonable adjustments, the supporting documentation accompanying this request must contain not only the evidence to justify the arrangement, but also the specific plans and details of the suggested reasonable adjustment. The request will be evaluated by the IB Assessment centre and discussed with the coordinator/ school.

### Absence from assessment

- A student (or the parent) who knows that the student is going to be absent has the responsibility to inform the Homeroom teacher well in advance, so that suitable arrangements can be made.
- Students who miss assessment without giving prior notification will be marked absent. This result may be amended if documentation outlining the appropriate medical reasons, circumstances reasonably beyond the control of the student is provided at the discretion of the coordinator. To determine the achievement levels, teachers must gather sufficient evidence of achievement from a range if learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

### Homework requirement at VKE

Homework in IB MYP is essential to enhance the key skills and conceptual understanding covered in school. This implies that students will be required to spend dedicated time at home for their research and inquiry-based assignments. These tasks support and reinforce the understanding of learning that occurs within the classroom environment. Constructive homework is designed based on the learning objectives, and by understanding the student's needs which facilitates continuity between lessons.

### Purpose of homework

- become reflective and thoughtful learners.
- develop habits of self-study, concentration and self-discipline.
- learn to plan and organize their time wisely.
- become more responsible for their own learning.

### Nature of homework

There are a number of categories of useful and practical homework tasks. Purposeful homework that are useful for the learning process for a student may include: worksheet-based tasks, research-based tasks, real-life tasks and project work.

### Quality of work

Teachers, when setting homework, will outline the homework requirements in terms of length, quality and presentation. It is important that all students take pride in their work and present it accordingly.

### Understanding academic misconduct

For most assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.

**Academic misconduct relating to written or on-screen examinations**

Academic misconduct constitutes a breach of regulations that could result in no grade being awarded in the subject concerned. The following actions are examples of misconduct relating to any assessment and/or on-screen examinations:

- failing to obey the instructions of the coordinator/invigilator

- communicating with another candidate

- helping or receiving help from another candidate

- impersonating another candidate

- possessing unauthorized material

- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates
- leaving the examination room without permission

- discussing the content of an examination with any person outside their immediate cohort within 24 hours of the examination ending
- stealing examination papers

- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper

**The coordinator/invigilator has the right to expel from the examination room any candidate whose behavior is deliberately interfering with the proper conduct of the examinations.**

**Consequences of Academic Misconduct**

Academic Misconduct in internal assessment or other course component that might become a part of a student's formal IB assessment:
- Any draft submitted by students without proper referencing will not be accepted by teachers for marking.
- All drafts of IB coursework will be checked on Turnitin by teachers to identify any possible instances of academic infringement, students have a responsibility of correcting such instances before submitting the draft for feedback or marking.

- If the subject teacher **detects academic infringement** in the **preliminary draft** submitted by the student
  - The subject teacher will ask the student to correct the draft and
  - The Programme Coordinator will be informed.

- If the subject teacher **suspects plagiarism** in the **preliminary draft**,
  - The teacher will inform the Programme Coordinator.
  - Once plagiarism is confirmed, Programme Coordinator will decide on the appropriate course of action.
  - The student maybe asked to re-write the assignment partially or fully
  - A record of such incident will be kept.
  - The Programme Coordinator may also decide to inform the student's parents of such incident.

- If the subject/supervising teacher suspects that **the final piece** of student coursework which needs to be submitted to IB is not his/her own work
  - **The teacher will withhold authentication signature on the cover sheet or on the IBIS.**
  - A meeting will be held between the teacher, Programme Coordinator and Principal to investigate the case and interview the student.
  - Their decision will be reported to student and parents.
  - Since IB does not accept coursework which is not accompanied by the signature of subject teacher/supervisor, the Programme Coordinator may inform the IB that a piece of work of the particular student will not be submitted to IB.

- If the **coursework which has already been sent/submitted to IB** is found to be plagiarized after the dispatch/submission
  - The Programme Coordinator and Principal will meet the student and the parents to inform them of further consequences.
  - **If the misconduct is confirmed then the relevant examination body (IB) will be informed by the Programme Coordinator and the subsequent procedures of the IB will then apply.**

**Connection to other policies**
- Access and/or admission policy
- Academic Integrity
- Inclusion policy
- Language policy

**Policy Review**
This document is a working document that will be reviewed from time to time. Management, the Pedagogical leadership team and teachers are involved in reviewing the policy.

**Recent review date: June 2023**

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