Assessment Policy

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"Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted. "

(Albert Einstein/William Cameron 1963)

The school recognises that meaningful assessment extends beyond marks and grades. It adopts a balanced approach that values both measurable academic outcomes and the less quantifiable dimensions of learning. This approach acknowledges not only academic achievement but also the deeper aspects of learning, including understanding, skills, creativity, and overall student growth, thereby promoting lifelong learning and maintaining a holistic view of every learner.

CIS Mission Statement

At Candiidus International School, every student is at the heart of learning. We foster inquiry, growth, and lifelong learning through meaningful opportunities. We nurture mutual respect, intercultural understanding, and peace, enabling students to become confident, compassionate and responsible contributors to a sustainable world.

What is an Assessment?

Assessment is a structured and systematic process of collecting and interpreting evidence of a learner's knowledge, skills, and understanding to inform teaching and evaluate progress against defined learning outcomes, serving as a meaningful dialogue that supports continuous improvement rather than competition.

"Assessment should not be a competition among learners, but a conversation about learning." — Grant Wiggins

Purpose of an Assessment

The purpose of the Assessment Policy is to establish a coherent and consistent framework that supports meaningful, fair, and authentic assessment practices, enabling a clear understanding of each learner's progress, strengths, and areas for growth. Grounded in a learner-centred philosophy, assessment is viewed not merely as a measure of achievement but as an integral part of the teaching and learning process that informs instruction, enhances student reflection, and promotes continuous improvement.

The policy upholds the principles of equity, transparency, and inclusivity, ensuring that all learners are provided with appropriate opportunities to demonstrate their understanding through varied assessment methods. By aligning assessments with curriculum objectives

and learning outcomes, the school aims to foster critical thinking, self-regulation, and a culture of excellence that supports holistic development and lifelong learning.

Assessment at CIS includes:

- The implementation of various assessment practices as outlined above, enabling teachers to effectively support and evaluate student learning, monitor progress, and identify appropriate next steps in learning.
- Clear communication with parents/guardians through written reports and discussions, helping them understand their child's progress and how they can support learning at home.
- The formal recognition of student achievement through academic profiles and recognised qualifications.
- Celebrating and acknowledging student success through a range of new qualifications in the middle and senior school, building upon the knowledge, skills, and accomplishments gained throughout their educational journey.
- CIS conducts all assessments in compliance with the grade level regulations and assessment guidelines specified by the respective education Board(CIE/CBSE/IB).

How Are Students Assessed?

Assessment takes place as an integral part of teaching and learning on an ongoing basis, at regular intervals, and during key transition points. Evidence of learning is gathered not only through formal tests but also through a wide range of classroom and co-curricular experiences across different learning environments, both within and beyond the classroom.

Formative Assessment
 An ongoing process that provides continuous feedback during learning, helping students improve while enabling teachers to adjust instruction in real time. It focuses on **assessment *for* learning** and **assessment *as* learning,** encouraging student reflection and growth. Practices such as case studies, Open Book Examinations (OBE), and structured classroom tasks allow students to demonstrate understanding in diverse ways. Homework also serves as a reinforcement tool to support this ongoing learning process.

 Examples: Exit tickets, class quizzes, draft reviews with feedback, observation checklists, peer assessments, learning journals.

Summative Assessment
 Administered at the end of a unit, term, or academic cycle to evaluate overall achievement

and determine the extent to which learning outcomes have been met.

Examples: End-of-term examinations, final projects, unit tests, annual exams, graded assessments.

Benchmark / Standardised Assessment
Used to compare student performance against set standards or external reference points to monitor progress and maintain consistency.
Examples: Curriculum-aligned benchmark tests, board practice assessments, national/state standardised tests, external diagnostic tests, Olympiads.

Performance-Based Assessment
Assesses the application of learning through authentic tasks that demonstrate understanding in real-world or practical contexts.
Examples: Science experiments, research projects, oral presentations, role plays, portfolios, exhibitions.

Competency-Based Assessment
Evaluates a learner's ability to demonstrate mastery of specific skills and competencies to a defined standard, focusing on application rather than time spent.
Examples: Performing a scientific procedure, solving real-life mathematical problems, creating functional models, fluency reading tasks, practical life-skill activities.

The assessment methods are not limited to those mentioned above; the school also uses a variety of other appropriate assessment tools and strategies to best support each child's learning and development.

Recording:

The school systematically records and monitors student assessment data using a range of structured methods to ensure accuracy, continuity, and transparency in tracking progress. These include maintaining assessment registers for tests and examinations, developing individual student portfolios that showcase learning over time, and documenting classroom observations through anecdotal notes.

The school also uses rubrics and checklists to record performance against defined criteria and maintains progress tracking sheets to monitor academic growth. Digital platforms and Learning Management Systems (LMS) are utilised to store assessment data, feedback, and reports securely. Comprehensive student profiles, feedback records, project assessment

logs, and formal report cards further support effective documentation and communication of student achievement and development.

Reporting

The school reports the performance of students through Parent Teacher Meetings (PTM) held in each Term. The PTMs are a valuable tool to help parents and teachers for a child's success. This is a great opportunity for parents to ask questions and gather information that will help them to encourage their children to achieve success.

Differentiation and Inclusion in Assessment

 The school is committed to ensuring that assessment practices are inclusive, equitable, and responsive to the diverse learning needs of all students. Differentiation in assessment is achieved by adapting assessment methods, tasks, and formats to accommodate varying learning styles, abilities, and levels of readiness. This may include providing alternative modes of response such as oral presentations, visual representations, practical demonstrations, extended time, or modified tasks where appropriate.
Access accommodations are made for students with additional learning needs, language barriers, or specific educational requirements, in consultation with relevant specialists and parents.

Role of Students, Teachers and Coordinators

Coordinators:

- Provide scheduled collaborative sessions for teachers to bring in innovative teaching and assessment practices
- Encourage team teaching, peer teacher observations and fair assessment practices as part of professional development
- Involve teachers, students and parents while drafting and reviewing the assessment policy.
- Make sure that the teachers understand the school assessment policy and ensure that it is a working document for the school community who are actively involved in it.
- Analyze whole school data and plan professional development time to match the achievement goal

- Ensures that IB standards and practices are used for the assessment. Enroll the new teachers for subject specific training to understand the assessment criteria. Responsible for providing the training for new teachers with regard to assessments.

Teachers:

- Make the learning intentions clear to the students
- Implement effective questioning
- Plan the assessment as per the learning objectives
- Prepare and use the criterion based assessment
- Gather the evidences of learning and assessment
- Create opportunities of investigation and exploration
- Use a variety of assessment tools and strategies for the students.
- Analyze the assessment data to identify the individual students' needs and pattern of learning.
- Provide regular and constructive feedback to the students to work on the areas of improvement
- Share the student assessment feedback with the stakeholders.

Students:

- To analyze their own progress and the learning process from their formative and summative assessment.
- Take responsibility for their own learning and thus become a self learner.
- Get feedback from the teacher on a regular basis.
- Meet the deadlines and submit their work on time.
- Make an effort to improve their skills and knowledge by taking the right feedback.

Assessment in IBDP

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated higher secondary school students between the ages of 16 and 19 years

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

In the IB, quality assessments are seen as:

• Relevant—supporting learning objectives and curriculum outcomes

• Meaningful—assessing what is important and not just what is easy to measure • Authentic—reflecting ways in which our students may encounter these activities in the real world

• Universally designed:

Construct relevant—assessing what we intend to assess

∘ Varied—using a wide range of assessment tasks and activities that will support diverse learners and all types of learning

∘ Multimodal—encouraging students to express their skills and knowledge in multiple ways, and designing assessment tasks and activities to allow multiple means of representation.

∘ Fair—do not lead to an unintended advantage or disadvantage to any learner

∘ Inclusive—allowing meaningful engagement of all learners

• Stimulating—extending learning and considering wider student competencies and higher-order cognitive skills

• Valid—balancing important principles, such as construct relevance, fairness, manageability, reliability and comparability, to reach the intended purpose of assessment

• Fit for purpose—designed, implemented and interpreted in a consistent way to fulfill the purposes for which they are intended • Aligned with IB education philosophy—supporting the IB education philosophy and in line with the ATL and the learner profile.

Methods of Assessment

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

a. Internal assessments are conducted in all subjects: This work is internally assessed by the subject teacher and moderated by an external examiner.

b. Oral examinations in languages are conducted by means of recorders/using Toddle.

c. A diploma candidate must submit an Extended Essay in one of the subjects of the Diploma. The essay is assessed by an external examiner and must be accompanied by a

report from the teacher. d. Diploma candidates take written examinations in the month of May.

The question papers for the written examinations come from IBO and students' answer scripts are mailed back to them for evaluation.

Source: Teaching and learning informed by assessment in the Diploma Programme(Guide and teacher support material)

IBDP students are assessed both internally by the school and externally by the IB. Students take written examinations at the end of their courses, which are marked by external IB examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest).

The IBDP assessments are conducted in accordance with the IB Examination Guidelines and Access arrangements, and the IB Adverse circumstances policy.

Grading

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

Grade 7 = Excellent

Grade 6 = Very good

Grade 5 = Good

Grade 4 =Satisfactory

Grade 3 = Mediocre

Grade 2 = Poor

Grade 1 = Very poor

The number represents the student's exam score combined with the other forms of internal assessment methods. Up to 3 bonus points can be added to the student's total score based on overall performance in Theory of Knowledge and the Extended Essay. The maximum score a student can get in IB Diploma is 45, (42 from the six subjects and a maximum of three points available for the combined performance in the Extended Essay and Theory of Knowledge).

Award of the diploma programme

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The IB diploma will be awarded to a candidate provided all the following requirements have been met.

1. All CAS requirements have been met.

2. Candidates have scored a total score of 24 points or above.

3. There is no 'N' being given for theory of knowledge, extended essay or for a contributing subject.

4. There is no E grade awarded for one or both of Theory of Knowledge and the Extended Essay.

5. There is no grade 1 awarded in a subject /level.

6. There is no Grade 2 awarded three or more times (HL or SL).

7. Overall, there are no Grade 3 or below awarded four or more times (HL or SL).

8. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects, the three highest grades count).

9. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)

Internal Standardisation and Moderation:

If more than one teacher is marking internal assessment, to moderate and standardise teachers' marking, the process of internal standardisation is applied to the students' coursework so that all candidates are assessed to a common standard.

Moderation: The purpose of moderation is to ensure that all internal assessment marks are of an equivalent standard. This means a student would get the same mark for the quality of their work, whoever marks it.

Predicted Grades:

 A predicted grade is a teacher's prediction of the grade that the candidate is expected to achieve in the subject, based on the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades will be awarded by the teachers on the basis of Continuous assessment throughout the programme.

Internal Calendar of IBDP Timelines:

We have a system of internal timelines to meet the tasks well in advance. IBDP Coordinator in collaboration with subject teachers, supervisors and advisors, frames an internal timelines calendar, keeping in mind the deadlines set by IB for external assessment and moderation.

Assessment of students with Special needs and English additional language Learners

Special needs students are given attention at every assessment stage. Their progress is recorded and analysed on the basis of their individual progress and in some cases a separate report may be produced as per the school SEN policy. EAL students are assessed for their progress in achieving language proficiency and co teacher assists them in understanding and handling subject assessments which may be differentiated to cater to their individual needs. Students are also given differentiated instructions so that it is easy to follow them. School has started learning the Universal design of Learning. The school Language policy will be talking about language learning and assessment in detail.

Consequences for non-adherence to the policy by students

Attendance Mandate:

The school will not permit the students to take the annual examination in case the attendance falls short of 85%. There may be exemptions as per the school policy on the same.

Absence for an exam:

The term end assessment or weekly test will not be rescheduled unless the student is out for approved competitions or on medical emergencies.   In case of leave applied in advance and approved, then the nature of assessment is necessarily not of the same and it is at the discretion of the teacher as per the availability of time.

Academic Dishonesty

The school community will stick to the academic integrity and the procedures suggested by IB and mentioned in Academic integrity policy.

 i) Plagiarism/collusion/cheating - The student is required to re-submit the work which will be assessed if submitted within the stipulated deadline. Parents will be notified by the teacher and the malpractice will be noted in school records.

 ii) Second instance Grade will not be awarded for the submission The parents are notified by the coordinator/Principal and the act will be put in school records.

iii) Repeated malpractice: The student will be recommended for withdrawal from the school.

iv) Non adherence by the staff: The school community is expected to practice fairness and consistency and lead by example. In the unlikely event of non-adherence by the teacher, a written explanation for the same should be furnished.

Roles and Responsibilities for the Assessment Policy

School Leadership / Head of School

- Ensure effective implementation of the Assessment Policy across all sections of the school.
- Monitor compliance with Board and accreditation requirements related to assessment.
- Facilitate periodic review and approval of the policy and ensure necessary updates are communicated to all stakeholders.
- Provide strategic direction and allocate resources for professional development related to assessment practices.

Academic Coordinators / Assessment Lead

- Oversee the consistent application of assessment procedures and standards.
- Guide teachers in designing valid, reliable, and balanced assessments aligned to curricular objectives.
- Analyse assessment data to support academic planning and school improvement initiatives.
- Lead the evaluation and review process of the Assessment Policy by collecting feedback and identifying areas for enhancement.

Teachers

- Implement the Assessment Policy in daily classroom practice through fair, transparent, and varied assessment strategies.
- Provide timely and constructive feedback to support student progress and learning.

- Maintain accurate records of assessment data and use them to inform instruction and differentiation.

- Participate actively in policy reviews and professional development sessions related to assessment.

Linkage with Language Policy

Assessments are designed to be fair and accessible, with appropriate language support and accommodations provided where necessary. This alignment ensures that learners are assessed on their understanding and skills rather than their language proficiency alone, while supporting ongoing development of academic language across the curriculum.

Linkage with Admissions Policy

The Assessment Policy supports the Admissions Policy by guiding the use of diagnostic and baseline assessments during the admission process. These assessments are used to identify learners' academic readiness, learning profiles, and support needs, helping the school make informed decisions regarding placement and resource planning.

Linkage with Inclusion Policy

In alignment with the Inclusion Policy, the Assessment Policy promotes equitable and flexible assessment practices that cater to diverse learner needs. It provides for reasonable adjustments, differentiated assessment strategies, and alternative methods of demonstrating learning where required. The details about the accommodations are mentioned in the Inclusion policy.

Professional Development & Training of New Teachers

- All newly appointed teachers are inducted into the school's Assessment Policy as part of the orientation programme.

- Regular training sessions, workshops, and mentoring are conducted to familiarise new teachers with assessment procedures, reporting protocols, and moderation practices.

- Ongoing support is provided through peer observation, collaborative planning, and feedback to ensure consistent and effective implementation of assessment practices.

Review :

The assessment policy will be reviewed every two years and will be informed through current practices, issues, stage of authorization and evaluation requirements. The review process will be as per the updates by various boards of curriculum, reflection on practices and the process includes stakeholders such as academic heads, coordinators, parents, teachers.

Appendix:

Cambridge Primary (Stage 2 - Stage 9)	Types of Assessment	Description	Weightage
	Unit Test / Project Based Assessment	Written Test (2 in each Term)	40 %
	Internal Assessment	Class work/ Homework/ Activities /Class presentations	10%
	Term End Assessment	Based on the Progression paper	50%
	Cambridge Primary Checkpoint (optional)	External Assessment at the end of stage 6	

Reference:

1. https://www.edutopia.org/assessment-guide-importance
2. https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/what-is-assessment-and-when-and-how-does-it-take-place/
3. https://www.ibo.org/programmes/career-related-programme/assessment-and-exams/
4. Guidelines for developing a school assessment policy in the Diploma Programme, 2010
5. https://www.cambridgeinternational.org/Images/271179-assessment-for-learning.pdf
6. https://www.rungtainternational.org/data/assessment-policy.pdf