



THE PUPIL : MYP & DP ASSESSMENT POLICY

At The Pupil, our mission is to help children develop in all facets - physical, emotional, mental, social, and spiritual dimensions, to enable them to pursue their chosen path with confidence and success. We aspire to create future leaders rooted in universal ethical values, who can imbibe the best from values, morals, and modern technology to bring about positive changes to the world.

We believe that assessments are an integral part of our growth and are stepping stones to promote qualitative life-long learning in our students. Assessing a child's progress is a continuous process which promotes an inclusive approach for all stakeholders in the development of a child. It is used to provide information about student performance in areas of both strength and challenges.

Assessments also provide information on the efficacy of a programme. They focus on what the students know and understand; their abilities and feelings at different stages of the learning cycle, with the aim of assessment being to maximise the potential of each student.

The assessment process is transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. Finally, our assessments provide opportunities that bring about the emergence of out-of-the-box thinkers, improved performances, demonstrations, and product development.

I. AIM

Students go through the process of learning by acquiring knowledge, understanding concepts, acquisition and mastery of skills, development of attitudes, and the required wherewithal to take the necessary action.

The aim of this policy is to ensure that assessment takes place regularly and is reflected in the program. It is to also make certain that assessment tasks and reporting are developed, implemented, and assessed collaboratively by teachers. Finally, it provides guidelines for assessment.

This helps maintain a varied approach to assessment, seeks to ensure continuous improvement of the teaching-learning process and ascertains that adequate assessments take place to facilitate authentic evaluation and reporting.



II. PHILOSOPHY OF ASSESSMENTS:

The Pupil's assessment policy reflects and is in alignment with both the IB's mission and the school's vision and mission. It is based on the beliefs that:

- Assessment is an integral part of the teaching and learning process, which engages students in inquiry, reflection, and action.
- Assessment supports the development of the whole student, encompassing the physical, emotional, mental, social, and spiritual dimensions of their being.
- Assessment is criterion-referenced, meaning that student work is judged against the standards and objectives defined by the IB, rather than by comparison with other students.
- Assessment is varied and balanced, using a range of methods and tools to measure different aspects of student learning, such as knowledge, understanding, skills, attitudes, and values.
- Assessment is formative and summative, providing ongoing feedback to students and teachers to inform and improve learning, as well as final judgments of achievement at the end of a course or programme.
- Assessment is authentic and relevant, reflecting the real-world contexts and issues that students encounter in their studies and beyond.
- Assessment is collaborative and transparent, involving students, teachers, parents, and administrators in the planning, implementation, and evaluation of assessment practices.

III. ASSESSMENT TYPES

The Pupil implements the following types of assessments: diagnostic assessments, formative assessments, summative assessment, and external assessments.

- ❖ The diagnostic assessments, usually in the forms of quizzes, short writing tasks, discussions, etc, are done at the beginning of the session to gain understanding of the children's prior knowledge and level of ATL skills. For example, in the subject Language Acquisition, diagnostic assessments are conducted to gauge the level of the student in terms of emergent, capable, or proficient.

These assessments also enable subject facilitators to rework or modify the activities, learning strategies, and assessments planned for the unit, to ensure a better outcome in terms of understanding, involvement, and application of learning. Thus, it is important to understand that the unit plan created is dynamic and is just a means to an end, which is an effective teaching-learning process.



- ❖ The formative assessments are methods of receiving feedback during the progress of the phase. That is, to gain understanding on the effectiveness of specific teaching strategies. These could be in the form of discussions, pop quizzes, reflective writing tasks, check points leading up to the summative assessment, research, etc.

These assessments, similar to the diagnostic assessments, also provide the subject facilitators with data to alter the processes followed for the unit. This can be the strategies used, the mode of communication, or choice of assignments/assessments such as PowerPoint presentations, reports, recordings, process journals, etc. These assessments give the facilitators the opportunity to expand the range of content or task specifications to give each child a fair chance to perform to the best of their abilities. In the DP, the formal summative assessment pattern can be adapted and used for formative assessment to enrich the learning process.

- ❖ Summative assessments are those which assess the different aspects of the subject explored. This could be the knowledge, understanding, investigation, analysis, etc. They are aimed at determining the level of competency of a student based on a prescribed set of rubrics, at the end of the unit. These assessments are a part of every subject unit in MYP. It is important that they are aligned with the objectives of every subject. This ensures a consistency in the evaluation process and provides validation for progress, whenever it happens. For the DP, the term end exams are considered as summative assessments, and these contribute towards the generation of predicted grades. These assessments are based on the subject criteria and help in the progression of the child.
- ❖ External assessments are those which are evaluated by external IB examiners. This is a mandatory process followed for the personal project wherein the internally evaluated projects are submitted on the IB information system (IBIS) portal for external review (moderation). The process for registration, candidate work submission, and the follow up procedure will be informed by the Personal Project coordinator during the orientation and parent-teacher-student conferences.
- ❖ The formal summative assessments for DP are mostly externally assessed, which are internationally benchmarked, and contribute to the final diploma qualification. The ones that are internally assessed are then submitted to the IB for confirmation of the standard by an external moderator.



- ❖ The process for registration, candidate work submission, and the follow up procedure for DP will be informed by the Diploma Programme Coordinator (DPC). A two year school submission calendar will be prepared with the support of all the subject teachers and shared with the parent and student community during the orientation, first week of classes. This supports the students and facilitators in their planning and implementation.

IV. MYP ASSESSMENTS, EVALUATION, & REPORTING

A. The prescribed MYP subject group objectives/criteria are as follows:

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Investigating	Developing	Creating/Performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Interdisciplinary (IDU)	Evaluating	Synthesising	Reflecting	
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Community Project	Investigating	Planning	Taking action	Reflecting
Personal Project	Planning	Applying skills	Reflecting	



The IBO provides specific strands to test the competency under each criterion for every subject. These strands have different descriptors across various achievement levels such as 0, 1-2, 3-4, 5-6, and 7-8.

The objectives and criteria are provided for MYP year 1, 3, and 5. Assessments for MYP year 2 is based on year 3 criteria, and for year 4 is based on year 5 criteria. In this manner, the students in year 2 and year 4 will work towards the requirements and acquire the skills in a manner that is developmentally appropriate.

Assessments can be given in a form that best fits the situation and the chosen objective(s). They can be essays, GRASP tasks, case-studies, pen-and-paper tests, compositions, performances, presentations, etc. The aim is to instil a holistic approach towards assessments.

B. The MYP assessment process at The Pupil:

- The entire academic year is divided into two terms. In each term, one round of criteria evaluation will be completed wherein each subject's 4 criteria (inclusive of all strands) will be evaluated once.
- The assessment pattern for each subject, i.e., the number of summative assessments and the formats is designed to provide the scope for every student to display their skills and understanding in each subject criterion.
- The summative assessments are evaluated based on the respective subject's criteria, each of which has achievement levels 0 - 8, with level descriptors. This information and evaluation is carried out as per the instructions provided in the IB guide for each subject.
- IB has established MYP subject rubrics for year 1 (grade 6 equivalent), year 3 (grade 8 equivalent), and year 5 (grade 10 equivalent). Year 2 (grade 7 equivalent) are assessed based on a combination of year 1 and year 3 rubrics, and Year 4 (grade 9 equivalent) are assessed based on a combination of year 3 and year 5 rubrics.
- Subject facilitators will also gauge the skill acquisition of each child based on their performances in tasks and assessments.
- The final report will contain the following information: the final achievement level indicator for each subject criterion, an MYP grade (which is calculated from the criteria total) for each subject, and relevant remarks based on boundary level descriptors and skill acquisition, in accordance with the MYP assessment practices for each subject group.
- In case of students being absent during the time of summative assessments, they will not receive evaluation for that particular assessment.



- In case of emergencies or medical situations that lead to the student not submitting summative assessment work, the pedagogical team will assess the situation and decide the alternatives to evaluate the child's performance. These include internal assessments that will indicate the child's proficiency of the subject and their aptitude for acquiring the skills.
- The final achievement level provided is based on the discretion of the subject facilitator, if required, in consultation with the MYPC.

C. Forms of evaluation:

- Self: Reflective written statements on a topic, presentation, methodology followed for problem-solving, and overall assessment of progress during the learning.
- Peer: Evaluating the work of peers based on prescribed rubrics, sharing 'two stars and a wish' - a method of giving constructive and positive feedback, and carrying out a Q&A session on presentations, models, etc.
- Facilitator: Subject facilitators evaluate the work of the students based on the task expectations and rubrics and provide valuable and constructive feedback. It is important for the facilitator to understand the context of the student's work and evaluate accordingly.

D. Grade level descriptors

MYP Achievement Levels are from 0 - 8, for each subject criterion (A to D). The MYP Grade is based on the MYP boundary guidelines which is a range calculated from the subject criteria total (32). This is as per the MYP: From Principles into Practice Guide

BOUNDARY GUIDELINES	MYP GRADE
28 - 32	7
24 - 27	6
19 - 23	5
15 - 18	4
10 - 14	3
6 - 9	2
1 - 5	1



E. Reporting of Assessments (Report cards) :

The reporting of student's progress will be carried out using the following information:

- MYP Achievement Level (0 - 8) for each criterion assessed, for each subject group
 - MYP Grade (1 - 7) - based on the boundary guidelines (ranges between 0 - 32) which is acquired based on the sum of all criteria achievement levels
 - Remarks - to summarise the child's performance which includes the development of the ATL skills and scope for improvement, specific to each subject.
- ❖ A mid-year report will be published in December followed by the annual report in April for each year of the MYP.

VIII. DP ASSESSMENTS, EVALUATION, & DIPLOMA QUALIFICATION:

A. Requirements for the IB Diploma:

[Information as per the IB Diploma Programme Assessment Procedures, 2024]:

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS must be completed in order to pass the diploma.
- The overall maximum points from subjects, TOK and the EE is therefore 45.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

In order for a student to qualify for the diploma (the certification at the end of the IB DP), they must meet the following requirements:

- DP category candidates must study 6 subjects, plus the 3 core subjects—EE, TOK & CAS.
- They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the following additional requirements:
 - CAS requirements have been met.
 - There is no “N” awarded for TOK, the EE or for a contributing subject.
 - There is no grade E awarded for TOK and/or the EE.



- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)

The candidate has not received a penalty for academic misconduct from the Final Award Committee.

B. The DP subjects and core requirements:

In the DP, students are assessed in six subjects and the DP core components: Theory of Knowledge, Extended Essay, and CAS (creativity, activity, service).

Students are required to choose one subject from each of the six subject groups given below and if any student has a requirement to opt for additional subject in any group, then they will be allowed to drop the group six after the discussion with the Diploma Programme Coordinator.

These subjects are then studied at the Standard Level (SL) or the Higher Level (HL). Students are required to choose 3 HL subjects and 3 SL subjects; the choice will be based on their future aspirations/ prerequisites for college courses.

In the case of a student opting to apply for the Indian medical entrance examination to go the medical professional route, the student can apply for the “non-regular Diploma track” wherein they choose Physics, Chemistry and Biology From Group 4 only after receiving the approval from IB.

Students can also pursue all three Sciences along with the core subjects where one of the group 4 subjects is taken as an additional subject and thus the total subjects come to 7 in this case. This is a very rare case and thus this path is discouraged, yet if we have such a case the Head of School will have a conversation with the parents along with the student and after seeing their past academic records the student will be advised accordingly, ensuring to make them understand the academic rigor of the Diploma Programme along with certainty of pursuing medicine.



The DP subject offerings at The Pupil:

IB DP SUBJECT GROUPS	SUBJECT CHOICES
Group 1: Studies in language and literature	English A: Language and Literature
Group 2: Language acquisition	French ab initio
	French B
Group 3: Individuals and societies	Business management
	Psychology
	Economics
Group 4: Sciences	Physics
	Chemistry
	Biology
Group 5: Mathematics	Analysis and approaches
Group 6: The Arts (optional)	Visual arts

The three core elements of the IB DP are:

1. CAS programme: It is important that students undertaking the diploma programme engage in the CAS (creativity, activity, service) component. It is done on a weekly basis spanning at least 18 months with a reasonable balance between the three aspects.
2. Extended Essay: The student must complete a 4000 word essay based on independent research on an individually developed research question. This process will occupy approximately 40 hours under the supervision of a facilitator.
3. Theory of Knowledge: This course requires a two-year period of study of at least 100 teaching hours, and for assessment, the student will create a display for an exhibition and complete an essay with a maximum length of 1600 words.



C. DP Evaluation and Reporting

- The evaluation of assessments in the IB DP are criterion-referenced as per the IB rules and guidelines.
- The academic progress of students in the DP is evaluated by conducting assessments on a regular basis by having 2 term exams in an academic year. This includes a mid-term formative assessment and a term end summative assessment.
- Detailed Performance Reports and Consolidated Reports are generated and shared with the parents in the Parent Teacher Meetings and Student Led Conferences which are conducted after every semester examination. The performance reports do not include the final Internal Assessment marks/grades.
- To support students in their pursuit of higher education, predicted grades will be provided in DP Year 2. The predicted grades are sent to the university or to the college admissions consultant upon request from the students & parents.
- The Diploma certificate is provided by the IBO post evaluation of the main assessments for the DP which happens at the end of Year 2 of the programme.

ABSENTEEISM DURING ASSESSMENTS

In the case of absenteeism during summative assessments in the MYP or DP, the specific situation will be reviewed by the team comprising of the subject facilitator, Programme Coordinator, and the Head of School, and then the final verdict will be passed.

On grounds of serious illness or medical condition, students may be considered for retaking the assessments. However, absenteeism during IB Examinations is subject to the policies set by the IBO.

DIFFERENTIATION AND ACCOMMODATION

Students with different learning needs will be provided with differentiated tasks during formative assessments to ensure inclusive learning. The differentiation will not hinder the



learning process, nor dilute the context. It is to provide a platform for the child to exhibit their entire range of skills by reducing or removing the obstacles faced by the student with learning support requirements. The adjustment may involve changes to the output or the mode of communication/ presentation, but the learning objectives and outcomes will be maintained.

A meeting will be held in which the parent, facilitator, and programme coordinator will discuss the accommodation requirements for a student to take up the IB examinations. This will also include provision of a certificate by an authorized institution regarding the learning needs of the student.

Post this, the necessary steps will be taken to inform the IB about the same so as to be informed about the accommodations that can be made available for the student.

This assessment policy is aligned with the **inclusion policy** and the school's philosophy to further spread awareness on the methods followed by The Pupil to promote inclusivity.

PARENT-TEACHER-STUDENT CONFERENCE

The aim of the parent-teacher-student conferences is to share information with both the students and parents, while also gaining a better understanding of the context of each child's performance or progress in class.

These meetings happen at the end of every phase, and it allows the parents and the students to interact with all the subject facilitators and even the programme coordinators, if required. The student-parent-teacher meetings are designed in a formal manner for all the stakeholders in the learning process to join the conversation on how to help the learner develop.

During these conferences, the student shares what they have done during the phase, the areas of strength, and areas where they require help and need to improve. Then the parent/guardian shares what they have observed in terms of the student's activities at home and outside the school. The teacher then shares anecdotes, and information about the student's learning needs and progress. The child's daily routine, mental, and physical health is also discussed, in their presence, to ensure that both the teachers and family are on the right path of helping the child grow in all aspects.



ROLES & RESPONSIBILITIES:

Implementing the assessment policy requires the active involvement and collaboration of various stakeholders. By following these guidelines, all stakeholders can work collaboratively to create a supportive and effective assessment environment that promotes academic integrity, student growth, and success

For students:

- Ensure punctuality and attendance of all classes with all necessary materials required for the sessions.
- Familiarize themselves with the MYP and DP assessment criteria relevant to their subjects and grade levels.
- Actively participate in formative and summative assessments, ensuring timely completion of assignments, projects, and examinations.
- Maintain academic honesty by avoiding plagiarism, cheating, or any form of malpractice during assessments. (Please refer to the **academic integrity policy** for more details).
- Engage in self-assessment, reflect on feedback received, and take initiative to improve learning based on feedback.
- Plan and manage their time efficiently to meet deadlines for internal and external assessments.

For facilitators:

- Provide clear assessment guidelines, criteria, and rubrics to students at the beginning of each assessment task.
- Allocate sufficient time for students to complete assessment activities, considering their complexity and requirements.
- Provide guidance to students on accessing relevant materials and resources essential for successful completion of assessment tasks.
- Offer timely and constructive feedback to students, highlighting strengths and areas for improvement.
- Use a variety of assessment methods, including formative and summative assessments, to evaluate student understanding and skills.
- Collaborate with fellow facilitators to ensure consistent assessment practices across subjects and grade levels.



- At the end of each semester, analyze students' performance and achievements in their respective subjects through collaborative meetings with colleagues.
- Engage in continuous professional development to stay updated with the latest IB assessment policies and practices.

For coordinators:

- Ensure effective implementation of the assessment policy, procedures, and guidelines within the school.
- Provide training and support to teachers, students, and parents on assessment policies, practices, and expectations.
- Monitor assessment practices and provide feedback to teachers to improve teaching and learning.
- Organize and facilitate collaborative meetings among teachers at the end of each semester to discuss and analyze students' performance and achievements in alignment with IB standards and expectations.
- Collaborate with facilitators, students, and parents to ensure alignment with IB assessment standards and practices.
- Continuously review and update assessment policies, practices, and procedures to enhance the effectiveness and integrity of the MYP and DP programmes.

For parents:

- Create a supportive environment at home that encourages academic integrity and responsible learning.
- Stay informed about the academic integrity and assessment policies, internal assessment and examination schedules, and expectations by attending all parent-teacher conferences.
- Maintain open communication with facilitators to discuss student progress, assessment results, and any concerns or challenges.
- Encourage students to develop self-management skills, including time management, organization, and effective study habits.
- Support students in maintaining a balance between academic responsibilities, extracurricular activities, and personal well-being.



POLICY REVIEW PROCESS:

The Assessment Policy Committee comprising the Head of School, Programme Coordinators, and subject specialists will meet once a year to review the policy.

Last Review done in: January 2024

Next Review in: March 2025