

Assessment policy

IB PYP policy created	2010
First review	September, 2014
Second review	April, 2017
Third review	April 2019
Merged with whole school	October, 2019
Fourth review	May 2023
Next review	2026

IB MYP policy created	August , 2016
First review	April, 2017
Second review	August, 2018
Merged with whole school	October, 2019
Fourth review	May 2023
Next review	2026

IB DP policy created	May , 2013
First review	May, 2014
Second review	May, 2015
Third review	December, 2016
Fourth review	May, 2017
Merged with whole school	October, 2019
Fourth review	May 2023
Next review	2026

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A. Objective

At Fountainhead School, assessments are an integral part of learning and teaching and drive instructions by providing timely feedback to students, parents and the teaching staff. It is a continuous process that promotes an inclusive approach to the development of the child. It allows for timely feedback and feed-forward which helps students to set realistic goals, monitor their learning and become independent learners. The school believes that constructive feedback, self & peer assessment, and goal setting are powerful tools in developing student agency and self-regulated learners. The school sees students as partners in learning and hence teachers and students collaborate throughout the process of inquiry to design as well as assess the learning.

The school also believes that students should get multiple opportunities to demonstrate their understanding and acquisition of knowledge and skills in more meaningful and relevant ways. Hence, a variety of assessment tools and strategies are used across the curriculum as per the purpose of the assessment. The process of learning is valued as much as the final outcome and intends to develop the necessary skills and positive habits of mind in our learners. The school aims to foster an assessment culture that involves the development of assessment capability among all members of the learning community.

B. Connection with the School Mission Statement

Fountainhead School Mission Statement: **“To nurture leaders with character and competence”** The school’s mission is to create and nurture leaders who can take charge of their lives, work effectively with others, learn to apply, lead with forethought and determination and do the right thing even when no one is watching them. Such internationally-minded leaders need both character and competence to survive and succeed. *Character* is the values and principles guiding us and *Competence* is about knowledge and skills. The school aims to develop both these aspects by providing multiple opportunities wherein students can demonstrate their knowledge, understanding and skills in more authentic ways; as well as learn to self-assess, self-monitor and self-regulate their learning.

C. Connection with Learner Profile attributes

- **Thinkers:** The school aims to develop creative and critical thinking skills in our students by designing authentic, contextual and challenging assessments.
- **Reflective:** The school aims to foster metacognition skills in our students by helping them identify their strengths and set personal learning goals to become self-regulated learners.

D. Fountainhead Values

- **Learner:** At Fountainhead, the educators and students; both take pride in considering themselves as ‘lifelong learners’. The school keeps itself updated with the latest developments in the IB and designs a variety of age-relevant assessments suitable to the curriculum. Students learn to work with a growth mindset by considering the feedback they receive on their work and making necessary adjustments to their learning.
- **Excellence:** The school aims to bring in ‘Excellence’ by designing authentic and challenging assessments and by critically evaluating the same by seeking feedback from parents, students and teachers. The school wants its students to endeavour to excel in all spheres of their learning.

E. IB Standards and Practices

Culture (03)- Culture through policy implementation (0301)

- **The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)**
 - The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
 - The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)
 - The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
 - The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
 - The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)
- **The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**
 - The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
 - The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
 - The school considers physical and virtual spaces in all its IB-mandated policies. (0301-06-0300)
 - The school articulates a planned integration of human, natural, built or virtual resources in all its IB-mandated policies. (0301-06-0400)
 - The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500)
 - The school considers international-mindedness in all its IB-mandated policies. (0301-06-0600)
 - The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Learning (04)- Students as lifelong learners (0402)

- Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)
 - The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)
- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
 - Students take opportunities to develop personal learning goals. (0402-06-0100)
 - Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

Learning (04): Approaches to teaching (0403)

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
 - Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)
 - Teachers use IB-mandated policies to support students. (0403-05-0300)
 - Teachers support language development with consideration for the language profiles of students. (0403-05-0400)
 - Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Learning (04): Approaches to assessment (0404)

- **Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)**
 - Students and teachers use feedback to support stated outcomes and expectations, in accordance with the IB philosophy and assessment documentation. (0404-01-0100)
 - The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- **The school uses assessment methods that are varied and fit for the purposes for the curriculum and stated learning outcomes and objectives. (0404-02-0100)**
 - Teachers use a variety of assessment methods that are connected to stated learning objectives and learning outcomes. (0404-02-0100)
 - PYP: Teachers document and analyze student learning over time to design learning experience based on data. (0404-02-0111)
 - MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
 - MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
 - DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)
 - DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)
 - The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
 - The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- **The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)**
 - The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

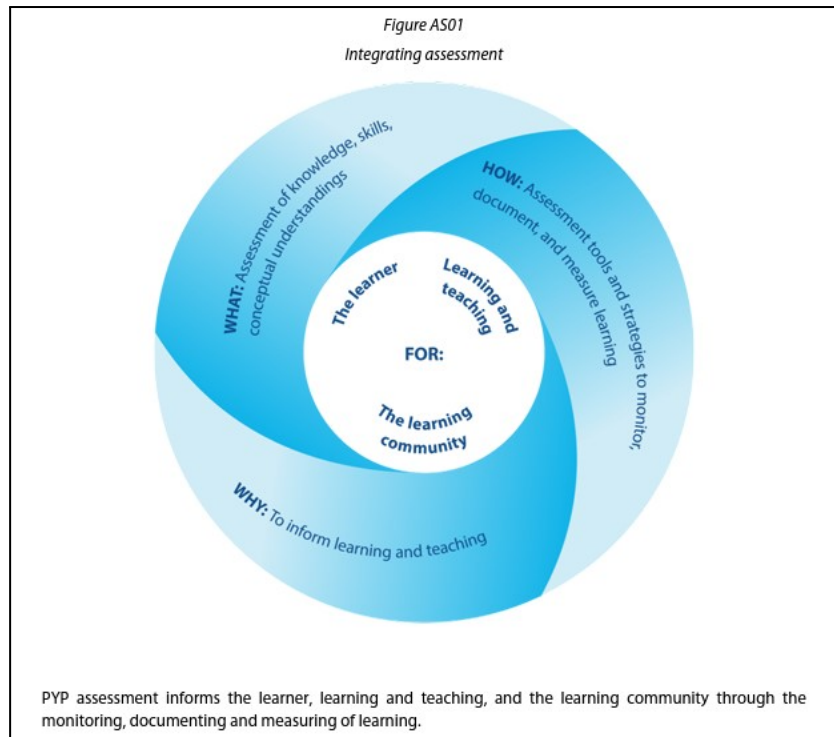
- MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
 - DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)
 - The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
 - The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
 - MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)
 - DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)
 - The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
 - The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-500)
- **Students take opportunities to consolidate their learning through assessment. (0404-04)**
 - The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
 - MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)
 - DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

F. Purpose of assessment

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.

- **Students** become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
- **Teachers** become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- **Parents** and legal guardians become more informed when they understand the learning goals their child is working towards and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner by sharing insights with the learning community.
- **School** becomes a more impactful learning community when assessments are used as tools to evaluate the depth of the curriculum and the effectiveness of teaching and learning. The school makes decisions about targeting resources and support to the most pressing priorities and professional development needs.



(Image Source: From Principles to Practice, My IB)

G. Roles and responsibilities

Developing assessment capability to support learning

The school aims to create an assessment-capable learning community where everyone has a shared understanding of the 'Why, What and How' of the assessments. The school has listed the roles and responsibilities of different stakeholders as mentioned below:

Pedagogical Leadership Team

The pedagogical leadership team plays a crucial role in making decisions around all assessments. The main responsibilities of all pedagogical leaders include but are not limited to:

- Designing required professional development sessions for teaching staff to ensure they are abreast of the latest developments in IB as well as are equipped with strategies to implement processes as per the expectations.
- Collaborating with teaching staff to moderate assessments as well as analyze the data and evidence gathered.
- Guiding teachers to design and implement effective and varied assessments as per the purpose.
- Making decisions around the standardized testing methods adopted at the school that keeps student well-being in mind.
- Conducting meetings with parents as per the need to communicate students' progress.

Teachers

All teachers are responsible for developing the assessment capabilities of students by:

- Planning multiple opportunities for success.
- Co-creating assessment tasks and success criteria with students.
- Collaborating with other teachers to design and moderate assessments.
- Conducting a variety of assessments at the beginning, during and the end of the learning process.
- Using age-appropriate tools and strategies as per the purpose of the assessments.
- Giving effective feedback and communicating learning progress to the students.
- Supporting student reflection by modeling.
- Collecting and analyzing the data and evidence to inform planning and teaching strategies.
- Sharing evidence and data with students and the learning community.
- Reflecting on data and evidence to improve own practice.

Students

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning at Fountainhead School, students demonstrate their assessment capability by:

- Partnering with teachers to design their learning goals and success criteria.
- Self-assessing and discussing their progress towards achieving learning goals.
- Selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals.
- Developing metacognitive skills to reflect on their learning and to plan the next steps.
- Drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

Parents

At Fountainhead, parents are seen as partners in learning and are encouraged to participate in the assessment process by:

- Attending student presentations which are demonstrations of their learning and giving feedback based on the success criteria.
- Discussing the goals of their ward and extending necessary support back at home.
- Regularly reviewing the formative assessments that are sent home.
- Attending reporting meetings to discuss their ward's progress.

H. Assessment for the Primary Years at Fountainhead School

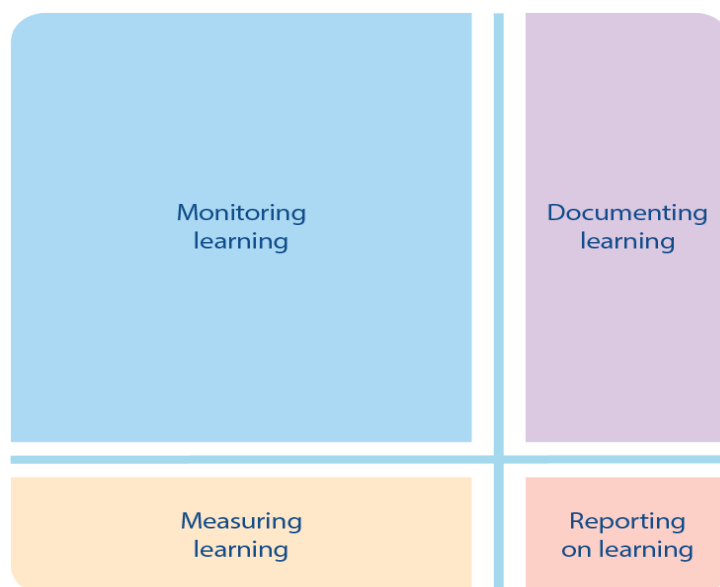
H1 What does the school assess

Inquiry: When assessing the process of inquiry teacher considers:

- How students demonstrate and develop **subject knowledge**
- How students apply their **conceptual understandings** to further their inquiries successfully
- How students demonstrate and develop the **skills**
- How students demonstrate **learner profile**
- How students demonstrate **action**

H2 How to assess: (Dimensions of Assessment)

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of its aspects has its own function, but all aim to provide evidence to inform learning and teaching.



(Image Source: From Principles to Practice, My IB)

H3 Monitoring and Documenting learning

As suggested in the document *From Principles to Practice*, the school puts more emphasis on these 2 dimensions of assessment.

- The main purpose of monitoring learning is to check the progress of learning against students' personal learning goals. This is done through observations, questioning, reflections, discussions, and well-considered feedback and feedforward for the next steps in learning.
- Documentation of learning aims to capture and compile the evidence of learning. It reveals insights into learning and provides opportunities to reconnect with learning goals and

success criteria. At Fountainhead, teachers and students document learning goals, inquiry questions, reflections and the development of knowledge, skills and understanding. Tools like learning journals, anecdotal records, rubrics, rating scales, checklists and a variety of visible thinking routines are used to document student learning.

H4 Measuring learning

The measuring of learning gathers “point-in-time” data on achievement and progress. Not all learning can be or needs to be, measured. Measurement tools can be school designed or commercial but each tool provides further data to support a larger picture of student achievement and progress in learning.

The school conducts a variety of assessments including performance-based, process-focused, and open-ended as well as pen & paper tests towards the end of the learning process. Teachers use a range of assessment tools like Rubrics, Rating scales, Checklists and Continuums to compile the most comprehensive picture of student progress and achievement over time. Mark-based assessments are conducted to measure the numeracy and literacy skills of students which provide quantitative data to the school.

H4.1 Details of the mark-based assessment

- **Pre-assessment:** A quantified in-house test to measure numeracy and literacy skills including additional language (Hindi); at the beginning of the new academic session to help teachers understand the readiness levels of their students and design the learning and teaching accordingly.
- **Unit Tests:** Quantified in-house tests conducted twice in a term (4 times in a year) for Language (English) and Math and twice in a year for Hindi. The main purpose of these tests is to assess the taught concepts at regular intervals, collect and analyze data to inform further instructions and help students set personal learning goals.

(Note: As a school, our main objective is to effectively use the data collected to evaluate our learning and teaching practices and have a comprehensive view of student learning. Keeping student well-being in mind, students and parents are not provided with the details of the marks of the above assessments. The marks obtained are transferred to the rating scale and are then discussed with the students in class and reported to the parents too.)

H4.2 Standardized reading assessments

Commercially available standardized tests and/or In house developed reading assessments are used as per the table given below to measure students’ reading and comprehension performance.

Standardized Reading Assessments for PYP

English Reading assessment	Hindi Reading assessment
● DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills)	● Fluency Assessment and Benchmarking in Literacy Education. (FABLE)
● Fountas & Pinnell Benchmark Assessment Systems (BAS)	
● Fluency Assessment and Benchmarking in Literacy Education. (FABLE)	● In-House Developed Reading Assessments.

H5 Analyzing learning

Teachers use multiple data points to evaluate student progress. The academic team at school supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching. The quantitative data collected through the mark-based assessments is further used for the Entry and Exit process of ALS (Additional Learning Support) where students are provided with the necessary additional support in Language.

Teacher moderation: It is necessary to have a shared understanding of what quality and success look like for diverse learners before, during and after learning. At Fountainhead School, teacher moderation through professional discussions around student samples is an effective strategy for deciding on the benchmarking based on the co-constructed success criteria for specific Language assessments (Reading and Writing).

Reporting on learning informs the learning community about the progress and achievement of the student's learning, identifies areas for growth and contributes to the efficacy of the programme. The school employs an open, transparent and comprehensible process for reporting to provide useful information to parents and students.

Formats used for reporting

Format	Details
Nucleus Reading Assessment Report	The results of the reading assessments are shared with the parents as a soft copy along with the action steps that may help the student. (Sample Report)
Parent-teacher conference (PTC)	- The main objective of this meeting is to discuss individual student's learning progress with the parents. - It is conducted twice a year, towards the end of each term. The term-wise report is shared with the parents with the details of student performance across subjects along with the progress made on their personal learning goals.
Student-led conference (SLC)	- The main objective of this meeting is to let the students lead parents through the journey of their learning by sharing their learning journals and selected workpieces. - It is conducted once a year (with Term 1 PTC)

H6 Types of Assessments

Assessment	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	To inform teaching and promote learning. It serves as feedback to the teacher, students and parents	To certify and report on learning progress.	To support students in learning how to become self-regulated lifelong learners.
Requirements	Teachers state/co-construct the success criteria for the Formative assessments	Students and teachers co-construct the success criteria for the Summative assessments.	Students set and reset their learning goals under the guidance of their teachers.
Features	- Qualitative and quantitative data - Informal - Indication of process - Indication of knowledge/skills/ conceptual understanding - Differentiated through readiness, interest or content.	- Quantitative data - Indication of skills/knowledge - Application of conceptual understanding - Based on teacher/ student/ peer judgement - Criteria-referenced - Differentiated through readiness, interest or content.	- Students are active agents in their own learning by developing and using meta-cognitive strategies to: -plan learning goals -monitor goals -reflect in order to modify/ adjust learning. - reflect on the development of the learner profile attributes and Approaches to Learning skills (ATLs).
Ways to report	Regular formative assessments are conducted once a month for Language (English) and Math and as per the curriculum timeline for all other subjects.	- Consolidated Reports - Summative assessment Reports - Unit Tests - Parent Teacher Conference (PTC) - Student Led Conference (SLC)	- Parent-Teacher Interaction (PTI) - Parent Teacher Conference (PTC) (Individual learning goals are discussed with the parents in these meetings)
Frequency	Pre-assessment - Prospective students appear for pre-assessment while seeking admission at Fountainhead School - Beginning of any	- Towards the end of a unit, wherever applicable. - Numeracy and Literacy Unit Tests	Goals - Goal Setting- before the Parent Teacher Interaction (PTI) - Goal review- twice in a term - Practice on Goals- every cycle

	- unit - Beginning of the academic year Numeracy and literacy skills-touching base with the last year Formative assessment Ongoing monitoring for - Unit of Inquiry - Math - Language(English, Additional Languages) - Specialist subjects (PSPE and Arts)		Self or Peer assessment Ongoing self and peer assessment to monitor the development of Knowledge, Understanding and Skills and Learner profile attributes.
Strategies (methods or ways to gather data)	- Selected Responses - Open/close-ended tasks - Observations - Process-focused assessments - Learning centers - Exit tickets - Ongoing monitoring through SOLO taxonomy	- Open-ended tasks using strategies like GRASPS, RAFT etc - Performance-based tasks based on specific success criteria. 6 thinking hats, Bloom's taxonomy, etc are also used. - Selected responses.	- Observations - Close-ended tasks - Reflection prompts
Tools/ways to document and/or measure the learning	- Rubrics - Checklists - Anecdotal records - Continuums - Rating Scales	- Rubrics - Checklists - Anecdotal records - Continuums - Rating Scales	- Anecdotal records - Learning Journal - Student Reflections
For further details on Evidencing learning refer to the guidelines.			

(Source: The table above is adapted from PYP: Principles into practice)

I. Assessments in the Middle Years Programme

I.1 Assessment cycle

Term 1	Term 2
Formative assessment - is taken during the unit. - is assessed based on MYP assessment criteria where applicable.	Formative assessment - is taken during the unit. - is assessed based on MYP assessment criteria where applicable.
Unit end summative assessment- - is taken at the end of each unit. - is assessed based on MYP assessment criteria. - Achievement level obtained in each unit during Term 1 is included while deciding the final achievement level and the suggestive grade¹ of the student in each subject during Term 1 assessment.	Unit end summative assessment- - is taken at the end of each unit. - is assessed based on MYP assessment criteria. Same as Term 1 except: - Achievement levels obtained in all the units done in the year are considered while calculating final grade at the end of the year. *In grade 9 and 10, Term 1 Exam performance will not be considered while deciding the final grade for the year for the subject.
Term Exam- - is conducted towards the end of Term 1 (only in grade 9 and 10). MYP :The following subjects is included in the assessment- Language & Lit, Language acquisition, Integrated Humanities, Integrated Sciences, Mathematics and Interdisciplinary. - Syllabus completed in this term is included in Term 1. - is assessed based on MYP assessment criteria. - Achievement level obtained in the paper is considered as one of the assessments for deciding the final achievement level and the suggestive grade of the student in each subject during Term assessment. No term exam is conducted in grade 7 and 8.	Term Exam- - is conducted towards the end of Term 2 (only in grade 9 and 10). - The following subjects are included in the assessment- Language & Lit, Language acquisition, Integrated Humanities, Integrated Sciences, Mathematics and Interdisciplinary. Entire year's syllabus is included. - is assessed based on MYP assessment criteria. - Professional Judgment - In the year end report card, the final level awarded to students is based on the levels achieved by students in SA, classroom participation and academic performance throughout the year. No term exam is conducted in grade 7 and 8. Premock and Mock exam (applicable for Grade 10 only): - MYP Year 1 to 5 syllabus - is assessed using MYP assessment criteria.

¹ **Suggestive Grade-** The grade which the student is likely to get by the end of the year

I.2 Grading system

Grading system for MYP	
Suggestive grade that the student is likely to get at the end of term 1 is decided based on professional judgment by the teacher after looking at Achievement levels of Unit summative assessments.	For grade 7 and 8 - Year end grade is decided based on the achievement level of all SA and classroom participation. For grade 9 and 10 - Year end grade is decided based on the achievement level of all SA, term exam levels and classroom participation.

I.3 Assessments (Formative, Summative and Term end)

When will it be taken?	Possible formats	Prior information	Reportable	Checking
Formative (During class time)				
During each unit and repeated many times in the same unit.	Pen Paper, Performance, reflection, oral presentation, quiz, online assessments etc.	Information about formative assessments will not be given prior to the students or parents.	Teachers will choose which FA to report out of the ones taken in the unit. Reportable FAs is reported through SAR ² .	Checking of formative assessments is based on MYP assessment criteria which is modified as per the need of the unit. It is checked within 6 working days. If a teacher is assigned more than 3 sections for teaching, it is 8 working days for checking.
Summative				
At the end of the unit or Process based assessments (which are ongoing or require 3 or more slots during	Online or Pen and paper or performance based.	is posted a week before for students and parents through "Student Assessment" ³ option on Nucleus.	is reported to parents and students through SAR portal.	It is checked within 6 working days using a mark scheme prepared by the teacher as per MYP requirement.

² SAR: School assessment reporting system is an inhouse developed software recording and reporting assessment scores to parents and students. It is also used to generate transcripts for college admissions.

³ Nucleus: "Nucleus" is an inhouse system developed by school for collating student data and to send school and class updates/ announcements to parents and students.

the course of the unit).				If a teacher is assigned more than 3 sections for teaching, it will take 8 working days for checking.
Term end assessment (applicable for grade 9 and 10 only)				
First term : Before Diwali break Second term: April Grade 10 premock: January/February Grade 10 mock: March	Online and Pen and Paper	Syllabus of each subject with assessment details is updated through the Nucleus portal for parents and students.	is reported to parents and students through SAR portal. In the form of a pdf report to parent and student	Deadlines are given to teachers based on the exam time table and email is sent to parent and student containing the report before the Parent Teacher Conference (PTC). Checking is done based on marking scheme and task specific clarification.

I.4 Summative,Formative, Term assessment and IB exams guidelines

I.4.a Formative Assessment general guidelines

- The teachers should schedule formative assessments as per their teaching plan.
- The teachers should decide which formative assessments are reportable and which are not.
- The duration of formative assessment can be decided by the teachers as per the task.
- Type of formative assessment can be decided by teachers based on class requirement or teacher requirement for check for understanding.
- This assessment can be peer assessed, self assessed or teacher assessed based on the type of Formative assessment planned.
- Checking and reporting process has to be followed as stated above in G.3 Assessment section and G.4c Preparation and checking.
- The formative assessment should be discussed with students once done.
- The formative assessment will serve as a reflection for teachers and students based on which teaching plan can be modified.

I.4.b Summative Assessment general guidelines

- The teachers should schedule summative assessments as per their teaching plan.
- The teachers should also post the content that is covered in the summative assessment with the assessment objectives in focus.
- The duration of the summative assessment can be decided by the teachers as per the task.
- Type of summative assessment can be decided by teachers.
- The summative assessment is checked by the teacher and feedback is given on the student paper for the student to reflect.
- The summative assessment should be discussed with students once done.

- The summative assessment will serve as a reflection for teachers and students based on which doubts can be clarified as per requirement or a revision class can be planned.
- Summative Assessment is rescheduled only for the students who miss this task on account of a school event. It has to be pre informed by the student to Coordinator or Senior School Process Coordinator
- In case of any casual leave/sick leave, summative assessment will not be rescheduled. Students will get the summative assessment task sheet/paper. Students can choose to attempt the task/paper from home and get the feedback from the respective teacher. Students do not get an achievement level/score and are marked as "Absent" for this assessment.
- Task Specific Clarification should be prepared and shared with students on or before the summative assessment depending on assessment type.
- On the assessment day, students have to be present in school for the entire day. Any student who leaves early from school or comes late to school on the assessment day is treated as Absent.

I.4.c Preparation, Checking and reporting of reportable Formative and Summative assessment papers/tasks and updating achievement levels/marks and comments.

- The assessment papers should be prepared using the programme MYP assessment format shared on FS curriculum site "Curricule". [Appendix 1](#).
- The assessment papers should be prepared by the subject teachers and checked by Team Leaders before taking prints.
- Mark schemes should also be prepared beforehand.
- After the assessment is conducted, the assessment papers should be checked by the subject teachers within 6 working days and if a teacher has to check papers of more than three sections based on the subject they teach it is 8 working days. (Working days can be counted from the following day of assessment.) (Section G.3)
- After the assessment is conducted, the assessment papers should be transferred to the "Assessments done" folder and the Summative Assessment/Formative Assessment link to be updated in the unit plan sheet.
- The teachers should mention comments in the assessment papers wherever required so that the students get effective feedback on their performance.
- After all the papers are checked, the teachers can handover the assessment papers to the students and also discuss the same in the class.
- Thereafter the marks and comments should be updated on the School Assessment Reporting software and the report email should be sent to parents and students. ([Appendix 21](#))
- Leader will receive a notification when a summative/formative assessment is reported to parents and students.
- The log will reflect the assessment levels of the current test as well as the topics and the marks of the tests conducted earlier for the same subject.

I.4.d Process to be followed for absentees for Formative and Summative Assessment

- Formative Assessment- Student to be marked as absent. If it's a pen paper test- the assessment paper can be given to the child for reference or completing from home once he/she joins.
- Summative Assessment:- Summative Assessment is rescheduled only for the students who miss this task on account of a school event.
 - In case of any casual leave/sick leave, summative assessment will not be rescheduled
 - Students will get the summative assessment task sheet. Students can choose to attempt the task from home and get the feedback from the respective teacher. Students do not get an achievement level and are marked as "**Absent**" for this assessment.

I.5 Term assessment guidelines

I.5.a Marking and grade boundaries

- In the Middle Years Programme, all students are assessed against a prescribed set of criteria, which align with the objectives of each subject group. Just as each subject group has four objectives, so student work is evaluated in each subject against four criteria. The table ([Appendix 2](#)) gives an overview of the criteria for each subject group. Further information regarding the objectives from which criteria are derived can be found in the section containing course descriptions.
- All criteria receive a score from 0 to 8 levels which represents the level of achievement for that subject.
- To decide the final grade of students in each subject, their summative assessment performance as well as Term assessment performance is considered.
- For the purpose of giving a clear outline of student achievement that can be easily understood by all the educational institutions regardless of their academic programmes, as well as to offer an indication of student achievement comparable to that of the IB Diploma, all the level of achievements for each criterion can be added up to obtain a level between 0 and 32(Interdisciplinary and PP from 0-24). Each level is then mapped to grade 1-7 according to the grade boundary of the respective subject using the table ([Appendix 3](#)).

Steps followed before giving the final grade to the students in each subject

- Creation of Summative assessment/ Term assessment task by teachers
- Attempting the term exam papers by teachers
- Making of marking scheme/Task specific clarification rubric
- Sharing of rubric with the students
- Students appearing for assessments
- Benchmarking of students' work by all the teachers teaching that subject in that grade
- Checking of papers by individual teachers
- Moderation process is followed
- Professional judgement is taken together by the teacher teaching in that section.
- Final grade is awarded to the students and ATL comments are mentioned in the report.

I.5.b Process of Standardisation of assessment and awarding of final grade for the Subject

- Having collected evidence of judgment based on a range of formative and summative assessments, term assessments and carefully considering the patterns in the data, the knowledge, concepts and skills consistently demonstrated by the student, teachers use their professional judgment in determining the final levels of achievement in each criterion. Internal standardization occurs before formally reporting the levels.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a "best-fit" model.
- Assessing the Interdisciplinary Unit, will require teachers from different subjects to work together to produce rubrics and to co-grade each assessment.

I.5.c Preparation, Checking and reporting of Term assessment

- The assessment papers should be prepared using the programme MYP assessment format shared by Senior school Process Coordinators⁴. ([Appendix 4](#))
- The assessment papers should be prepared by the subject teachers and checked by Team Leaders as per the deadline given. ([Appendix 5](#) -Exam timeline example")
- Mark scheme should be prepared beforehand in the document shared by Senior school Process Coordinators.
- After the assessment is conducted, the assessment papers should be checked as per the timeline given.
- After the assessment is conducted, the assessment papers are shared by Senior school Process Coordinators with parents.
- The teachers should mention comments in the assessment papers wherever required so that the students get effective feedback on their performance.
- Teachers should follow a benchmarking and moderation process.
- Thereafter the levels and comments should be updated on the Senior School Assessment Reporting software and the email of the report is sent to parents and students by Senior school PCs after the Coordinator reviews the results and adds comments as per the timeline. ([Appendix 21](#))
- After all the papers are checked, the teachers can handover the assessment papers to the students after vacation in Term 1 and mock and also discuss the same in the class. For Term 2 it should be handed over during the Parent Teacher Conference (PTC). If students have not collected the papers then it should be handed over to the Front desk in case of Term 2.
- Result analysis is done by the respective Programme coordinator, Senior school Principal, Team Leaders and respective subject teachers.

I.5.d Absenteeism during term assessment

For a candidate who misses his/her examination, this means that the students' performance throughout the year is taken into consideration while taking a decision regarding promotion for the next year. Performance includes - feedback by the teacher, formative assessment and summative assessment levels/marks.

The school will not reschedule exams under the following circumstances.

- Family function
- Out of town
- Death in the family
- Missed the bus
- Religious days which are not school holidays
- Medical reasons

Note: Even if prior information has been given in above same circumstances the exams will not be rescheduled. In case of any sports event (interschool, nationals), the exams are taken after the actual exam takes place. A consent is signed by students as a part of academic honesty that the student will not inquire anything about the exams from any of their peers or teachers. ([Appendix 17](#): Consent form).

⁴ Senior school process coordinators (SSPCs) have a role in helping teachers and students implement school policies, handling school and IB exams, senior school events, organize meetings and all process/guidelines outlined for Senior school. They work closely with the Senior School leadership team in framing guidelines and implementing them.

I.5.e Role of exam officers, Programme coordinator, subject teacher and invigilators during school Term assessments

[\(Link to Academic Integrity policy\)](#)

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from the school. This information is added in the exam time shared with invigilators so they are aware who get which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it with Senior School Process Coordinators.
- Monitor student bathroom visits
- Checking bathroom for any unauthorized material which should be done by support staff
- Subject teacher should not be the invigilator for the subject being examined
- Subject teachers cannot enter the examination hall and assist their students.
- Desks are checked and dictionaries or data booklets allowed in the paper mentioned not others.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

I.6 Final IB exams

- Students are prepared for final IB exams through summative assessment, term exams and mock exams.
- Past paper practice is given to students subject to availability of past paper packages on MY IB in addition to exposure to familiarization package.
- A session on May exam instructions is conducted by Middle Years Programme Coordinator/Assessment Coordinator with Senior School Process Organizers who is also Exam officer during IB exams for students and invigilators.

I.6.a Absenteeism or any other circumstances or emergencies during IB exams

- Guidelines as mentioned in the IB Assessment guidelines are followed which is updated to students and invigilators during a session taken with them before IB exams.

I.6.b Role of exam officers, Programme coordinator, subject teacher and invigilators during IB assessments

[\(Link to Academic Integrity policy\)](#)

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from IB. This information is shared with the invigilators and necessary documents as proof is provided in the tray of exam materials in the examination room.
- Sufficient number of invigilators as recommended by IB.
- Exam officer / Diploma Programme coordinator/ Senior School Principal/Head of School to fill the exam officer checklist to ensure exam processes are in place.
- Invigilators should pay attention to the training given to them and read all the instructions beforehand and in case of doubt clarify it with the Exam Officer or Programme Coordinator.

- Monitor student bathroom visits and enter the details in the book provided.
- Checking the bathroom for any unauthorized material which should be done by support staff and checklist for the same should be filled.
- Invigilators fill the exam checklist and take attendance.
- Subject teachers cannot enter the examination hall and assist their students.
- Desks and examination hall are checked before the exams
- Follow exam timings with reading time given where applicable.
- Follow all the processes set by IB as mentioned in the Middle Years Programme Assessment Procedures published every year.
- Secure storage of exam materials.

I.7. Conduct of the Term assessment

- The term exams are invigilated by senior school teachers.
- A session with teachers is taken before Grade 10 Mock exams and Grade 10 Final eAssessment exams. The instructions for invigilators' document is shared with them for their reference as well. Students are made aware by subject teachers in their classes and instruction document is also shared with students. ([Appendix 18](#))
- A reading time of 5 minutes is given to students as per IB guidelines. [Instructions for students](#)

I.8. Conduct of the Final IB exams

- The exams are invigilated by academics and/or administrative staff during school vacations.
- A session with invigilators and students is taken before IB exams and the instructions for invigilators and instructions for students' presentation is shared with them for their reference as well.
- The IB exam poster for candidates is also shared with students and parents. ([Appendix 6](#))

I.9 Decision regarding promotion to other grade

- The final decision regarding promotion of the student is taken by the Head of School/Senior school Principal/Programme Coordinator in consultation with the mentor teachers and subject teachers.

I.10 Inclusive access

([Link to Learning Diversity policy & Inclusion policy](#))

I.10.a Term exams

- In such cases, the Senior School Principal/Programme Coordinator/Assessment coordinator will discuss with the mentor teachers, subject teachers and the well being counselor and provide access arrangements to the students, which may be in terms of giving extra time to the candidate, usage of word processor/ writer/ reader and or others as prescribed by IB Inclusive access policy.
- While taking decisions on this, student's' past record / performance, educational evidence and medical report/ psychologist's report (if any) is taken into consideration.
- If there is no report available, the well being counselors will talk to parents and inform them about the report requirement. In case, if the parent still doesn't want to avail inclusive access arrangements then the parent will have to send an email to the school that they don't require access arrangement although the school is ready to provide them.
- The decision is taken based on the IB document "[Access and Inclusion policy](#)"⁵.

⁵ Source: "Access And Inclusion Policy." *ibo.org*. N.p., 2018. Web. 7 Nov. 2019 .
<https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?lang=en>.

I.10.b Final IB exams

- A consent has to be taken from the parent for application of inclusive access arrangement as per IB requirement. ([Appendix 7](#))
- Educational evidence and Psychological report is taken from the subject teacher, scanned and saved.
- The Inclusive access arrangement request is filled by Middle Years Programme Coordinator/Assessment Coordinator/Senior school process organizer.
- Once approved by IB, the email is sent to students informing the access arrangements to them.
- A print of this approval is taken and kept with exam material for IB exams for reference.
- In all cases, IB Access and Inclusion policy is followed.
- In case of any adverse circumstances during the examination, the IB process of Adverse circumstances is followed.

I11. Guidelines for malpractice during Term examination and IB exams (external/ internal assessments) and its consequence

An act of misconduct by a candidate in relation to the examinations must be reported to the Middle Years Programme Coordinator/Diploma Programme Coordinator, Senior school Principal or Head of School. Academic misconduct constitutes a breach of regulations that, if confirmed, result in no grade being awarded in the subject and level concerned.

The following actions are examples of academic misconduct relating to the written examinations:

- stealing examination papers/ copying online assessment questions/documents
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- borrowing or lending resources in the examination room without permission from the invigilator
- helping or receiving help from another candidate in any form(no virtual communication allowed)
- impersonating another candidate
- possession of 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
- submitting work for assessment that is not authentic
- removing/attempting to take examination material, such as answer booklets or examination papers, exe files/pen drive/ device given by school (if any) outside the examination room.
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator

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

I11.a. Process to be followed during Term examination in case of Academic malpractice

([Link to Academic Integrity policy](#))

Section O of AI policy - Consequences for breach of Academic Integrity guidelines for students

- The invigilator will call support staff sitting outside the exam venue and send the child to the respective coordinator/Senior School Principal in case of Academic malpractice.
- The student's assessment work will not be marked by the examiner but is reported as "Academic Misconduct" (FS Academic Integrity policy) in the Senior school reporting system

and hence in the student report.

- Parents are informed regarding this malpractice and the consequence (is decided by the Senior School Leadership Team) which is applied.
- A student observation is filled by Senior school Process Organizers which is a method of notifying parents regarding the instance after verbal communication.
- Subject teachers will have to mention the details in their comments and the same is reflected in the reports.
- Malpractice instance to be mentioned in the Coordinator's comments.
- A meeting is scheduled of the students involved in malpractice with the Senior School Principal / Head of School.

I11.b. Process to be followed during IB submissions in case of Academic Malpractice

[\(Link to Academic Integrity policy\)](#)

Section O Section O of AI policy. Consequences for breach of Academic Integrity guidelines for students

It is not sufficient for students to only understand academic honesty at the conceptual level but they should be able to apply the same in their work. As an important stakeholder of the Fountainhead school, students are ethically responsible to report any incident of violation of Academic Integrity Policy to the Middle Years Programme Coordinator/Diploma Programme Coordinator/Senior School Principal or Head of school. It is important to mention here that the Fountainhead School community shows no tolerance for any form of malpractice. The following steps are taken in case of detection of academic dishonesty by students.

Severity and previous record is taken into consideration. Following steps is followed.

- Firstly, the student is given written warning through student observation on Nucleus (both to the student and parents). In case of in-text citation or bibliography missing in IB submissions, students will sit in a designated place and all citations will have to be completed.
- If the student repeats the same mistake again then the school will call the parents and the Programme Coordinator will discuss the matter with parents (in the presence of student) along with the consequences that follow such an action. The student and parent is strictly communicated that repetition of any such action in the future will lead to suspension from school. In addition to this, the school is keeping a record of the student on an individual basis with details of the incident and action taken by the school.
- If the student repeats the same mistake again then the school can choose to suspend the student for a maximum period of seven days. The action taken by the school is decided by Programme Coordinator, Senior School Principal and Head of School and the same is communicated to the parent (along with justification for such an action) through the mail. During the suspension period the student will not be allowed to enter the school premises and attend any of the classes or take part in any activity related to the school. The Head of School, Senior School Principal and Middle Years Programme Coordinator.

Members (Senior School Leadership Team) will have full right to revoke the suspension or extend the period of suspension, if the need arises. The decision taken by the Head of School, Senior School Principal and Middle Years Programme Coordinator is treated as final.

- If the student keeps on repeating the same mistake then the school will have full right to expel the student from the school. Such a decision is taken by the Head of School, Senior School Principal and Middle Years Programme Coordinator in consultation with the anti plagiarism committee members. For being given such a severe punishment, the student must have been suspended at least twice previously in context of academic dishonesty.

I11.c. Process to be followed during Final IB exams in case of Academic malpractice

The process outlined in IB Assessment guidelines is followed.

I.12 Storage of papers

I.12.a. Term assessments

The term assessment process is completely handled by Senior school Process organizers. A google doc is shared with respective subject teachers to prepare their papers through an email id specially created for exam purpose. Teachers cannot work on any other document nor can share or make a copy of this doc with anyone else. Once papers are ready the rights from the teachers are taken away after Team leader review. The term assessment papers are stored in a lock and key cupboard in a folder date wise. The keys are accessible only to the Senior school process organizers and no one else.

I.13 Homework

- Homework is given by the teacher to help students understand assessment expectations. It will vary from subject to subject.
- The teacher will follow Homework guidelines made by the school for posting and checking homework.
- It is either self assessed/ peer assessed /teacher assessed.
- More details are available in [Homework guidelines](#) document.

I.14 Training of teachers

- Assessment is a part of the new teacher training module under subject training.
- New teachers during their training period have to write assessment papers, check sample assessment papers using marking schemes, design assessment in the subject which they are going to teach.

Assessment Section in New teacher training module: (Example of Science)

A	B	C	D	E
Task No.	Module Focus and Reading tasks	Task/Activities Assigned	URL Link to the work done	Comments of Mentor
Task 1	Writing past papers	You can collect 3 MYP Integrated Science past term papers from your TL/ATL and solve.		Levels Achieved: Paper-1: Paper-2: Paper 3:
Task 2	MYP Assessment Orientation for Parents	Referring MYP Parent Assessment orientation till slide 17		
Task 3	TSC and professional judgement	https://drive.google.com/file/d/1wk69gaRSf-KI1c1MVHp-3RwKjt7DXhSZ/view		
Task 4	Samples of students assessed work	Go through all links available through this link to understand how the IB looks at assessments. See how you can incorporate these elements in your planning and delivery of the plan.		
Task 5	Assess and give levels	Assess and give levels for relevant criteria for 3 papers (student work) as per the TSC and discuss the same with your TL/ATL.		
Task 6	Understanding SSAR	Consult your TL/ATL/Team members to understand how to maintain student records and enter levels for Formative and Summative assessments through SSAR; learn how to word report card comments. By taking help of TL/ATL/Team member, enter levels for minimum 10 students for SA of any unit, edit system generated comment for children based on the levels obtained by them and send levels to parents to understand the whole process of reporting.		

Source: https://docs.google.com/spreadsheets/d/1962auE6Z2lJOzfpIhf_kNFVrrGatC8tEmc8Evq6rdAM/edit#gid=2059958366

J. Assessments in the Diploma Years Programme

J.1 Assessment cycle

Term 1 (Grade 11: DP Year 1 and Grade 12: DP Year 2)	Term 2 (Grade 11: DP Year 1 and Grade 12: DP Year 2)
Formative assessment - is taken during the unit. - is assessed based on DP assessment objectives where applicable.	Formative assessment - is taken during the unit. - is assessed based on DP assessment objectives where applicable.
Unit end summative assessment - is taken at the end of each unit or during the unit as per the teaching plan and length of the unit or end of a concept. - is assessed based on DP assessment criteria.	Unit end summative assessment - is taken at the end of each unit. - is assessed based on DP assessment criteria.
Term Exam - is conducted towards the end of Term 1. - All subjects selected by students and CAS are reported. (Out of 42 points) Note: For Group 6, Arts results are reported out of 35 points as only comments are added and not marks as they are IB assessments. - Syllabus completed in this term is included in Term 1. - In case of Grade 12 (DP Year 2) few topics from Grade 11 are also included. - Is assessed based on DP assessment criteria.	Term Exam - is conducted towards the end of Term 2. - All subjects selected by students, EE progress and CAS are reported. (Out of 42 points) Note: For Group 6, Arts results are reported out of 35 points as only comments are added and not marks as they are IB assessments. Entire year's syllabus is included in Grade 11 (Term 2). - is assessed based on DP assessment criteria. Mock exam:(Grade 12) - Entire 2-year syllabus is included. - is assessed using DP assessment criteria. - Same weightage of components as per IB. All subjects selected, their IA scores, EE, TOK and CAS are reported. (Out of 45)

J.2 Weightage system

Weightage system for DP	
Term 1: The weightage and marks for each component is decided by the teacher based on the syllabus taught.	Term 2: The weightage and marks for each component is decided by the teacher based on the syllabus taught. Grade 12 Mock: The weightage and marks for each component is similar to the one suggested by IB in subject guides.

J.3 Type of Assessments (Formative, Summative and Term-end)

When will it be taken?	Possible formats	Prior information	Reportable	Checking
Formative (During class time)				
During each unit and repeated many times in the same unit.	Pen Paper, Performance, reflection, oral presentation , online assessment, short extended responses,quiz etc.	Information about formative assessments will not be given prior to the students or parents.	Teachers will choose which Formative Assessment to report out of the ones taken in the unit. Reportable FAs is reported through SAR ⁶ .	Checking of formative assessments is based on DP assessment objectives if it is the short extended response. Can be peer checking, self-checking or teacher checking. It is checked within 6 working days If a teacher has more number of students in the subject, it is 8 working days for checking.
Summative				
At the end of the unit or if the unit is too long in between the unit one is taken and one at the end of the unit.	Pen and paper Or Presentation etc.	is posted a week before for students and parents through “Student Assessment ⁷ ” option on Nucleus.	is reported to parents and students through SAR portal.	It is checked within 6 working days using the mark scheme prepared by the teacher as per DP requirement. If a teacher has more number of students in the subject, it is 8 working days for checking
Term-end assessment				
Grade 11 & 12 First-term : October/November Grade 11 Second term: April Grade 12 Mock: March	Pen and Paper	Syllabus of each subject with assessment details is updated through the Nucleus portal for parents and students.	is reported to parents and students through SAR portal. In the form of a pdf report to parent and student	Deadlines are given to teachers based on the exam time table and email is sent to parents and students containing the report before PTC. Checking is done based on a marking scheme prepared using IB criteria.

⁶ SAR: School assessment reporting system is an inhouse developed software recording and reporting assessment scores to parents and students. It is also used to generate transcripts for college admissions.

⁷ Nucleus: “Nucleus” is an in-house system developed by the school for collating student data and to send school and class updates/ announcements to parents and students.

				Grade boundaries are set centrally in advance using IB grade boundaries.
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J.4 Summative and Formative assessment guidelines for teachers

J.4.a Formative Assessment general guidelines

- The teachers should schedule formative assessments as per their teaching plan.
- The teachers should decide which formative assessments are reportable and which are not.
- The duration of formative assessment can be decided by the teachers as per the task.
- Type of formative assessment can be decided by teachers based on class requirement or teacher requirement for check of understanding.
- This assessment can be peer-assessed, self-assessed or teacher assessed based on the type of formative assessment planned.
- Checking and reporting process has to be followed as stated above in I.3 Assessment section and I.4.c Preparation and checking.
- The formative assessment should be discussed with students once done.
- The formative assessment will serve as a reflection for teachers and students based on which the teaching plan can be modified.

J.4.b Summative Assessment general guidelines

- The teachers should schedule summative assessments as per their teaching plan. The date when the assessment has to be conducted should be decided after checking the Summative assessment dates sheet. ([“Summative assessment dates” sheet](#))
- Announcement is done a week before the date of assessment using the “Assessment” option on Nucleus. The teachers should also post the content that is covered in the summative assessment with the assessment objectives in focus.
- The duration of the summative assessment can be decided by the teachers as per the task.
- Type of summative assessment can be decided by teachers. If a teacher decides to take two or more summative assessments based on the length of the unit it can be done but one of them should be like IB style paper so students are aware about IB paper pattern style and command terms.
- The summative assessment is checked by the teacher and feedback is given on the student paper for the student to reflect.
- The summative assessment should be discussed with students once done.
- The summative assessment will serve as a reflection for teachers and students based on which doubts can be clarified or a revision class can be planned.
- In Arts, no marks are given for Summative Assessment; only comments are given, as any of those can be included in their Final Submission.

J.4.c Preparation, Checking and reporting of reportable Formative and Summative assessment papers/tasks and updating achievement levels/marks and comments.

- The assessment papers should be prepared using the programme DP assessment format shared on FS curriculum site “Curricule”. ([Appendix 8](#))
- The assessment papers should be prepared by the subject teachers and checked by Team leaders before taking prints.
- Mark scheme should also be prepared beforehand., preferably handwritten so as to check for errors

and time taken to write the assessment based on which modifications can be made.

- After the assessment is conducted, the assessment papers should be checked by the subject teachers within 6 working days and if a teacher has to check papers of more students based on the subject they teach, it is 8 working days. (Working days can be counted from the following day of assessment.) (Section H.3)
- After the assessment is conducted, the assessment papers should be transferred to the “Assessments done” folder and the Summative Assessment/Formative Assessment link to be updated in the unit plan sheet for DP.
- The teachers should mention comments in the assessment papers wherever required so that the students get effective feedback on their performance.
- After all the papers are checked, the teachers can handover the assessment papers to the students and also discuss the same in the class.
- Thereafter the marks and comments should be updated on the School Assessment Reporting software and the report email should be sent to parents and students. ([Appendix 21](#))
- Team leaders will receive a notification when a summative/formative assessment is reported to parents and students. The log will reflect the assessment marks of the current test for the subject.

J.4 d Process to be followed for absentees for Formative and Summative Assessment

- Formative Assessment:- Student to be marked as absent. If it is a pen paper test- the assessment paper can be given to the child for reference or completion from home once he/she joins.
- Summative Assessment:- Summative Assessment is rescheduled only for the students who miss this assessment on account of a school event. However, the decision is taken on a case to case basis. E.g. If the leave taken for an event has a duration of 7 days from the date of summative assessment then there is no point in taking the summative assessment for those students as the assessments are checked and discussed with the class.
- In case of any casual leave/sick leave, summative assessment will not be rescheduled. Students will get the summative assessment task sheet/paper. Students can choose to attempt the task/paper from home and get the feedback from the respective teacher. The student will not get a score and is marked as "Absent" for this assessment.

J.5 Term assessment guidelines

J.5.a. Marking and Grade Boundaries

- In the Diploma Years Programme, all students are assessed against 1 to 7 grade points based on the grade boundaries set except for Core subjects. Every year a sheet is shared with Senior school Process Coordinators⁸ where assessment objectives are listed for DP subjects (“[DP Assessment objectives](#)”) and another sheet where grade boundaries and assessment details are added. ([Appendix 9](#))
- TOK and EE are assessed from Grade A to E and the TOK/EE grid is used to find out scores out of 3 points. This applies to mock exams of grade 12 only. ([Appendix 10](#))
- Final grade is awarded out of 42 points in Grade 11 (Term 1 and Term 2) except Group 6 Arts which is out of 35 assessment and Grade 12 (Term 1) assessment. For grade 12 mock exam, final grade which includes Internal Assessment is awarded out of 45 points.
- Term 2 result of grade 11 is used for predicted grades for early applications, Term 2 result of grade 11 and Term 1 result of Grade 12 is used for sending predicted grades for regular applications to

⁸ Senior school process coordinators (SSPCs) have a role in helping teachers and students implement school policies, handling school and IB exams, senior school events, organize meetings and all process/guidelines outlined for Senior school. They work closely with the Senior School leadership team in framing guidelines and implementing them.

universities. Mock exam results are used for final predicted grades to be sent to IB. For transcripts for college admissions, a formula is designed which has to be followed and is now part of School Assessment reporting software so it is automatically calculated. ([Predicted grade policy in Career counseling policy](#))

J.5.b Preparation, checking and reporting of Term assessment

- The assessment papers should be prepared using the assessment format shared by Senior School Process Coordinators. ([Appendix 12](#))
- The assessment papers should be prepared by the subject teachers and checked by Team Leaders as per the deadline given. ([Appendix 13](#)-Exam timeline example)
- Math teachers have to update students' GDC with exam software. GDC has to be set on exam mode during Term examination in subjects and papers as mentioned in the exam time table similar to what IB recommends.
- Mark scheme should be prepared beforehand in the document shared by Senior School Process Coordinators.
- After assessment, benchmarking for papers is done as per the guideline document shared with teachers for benchmarking and moderation of term/mock papers. ([Appendix 19](#))
- After the assessment is conducted, the assessment papers should be checked as per the timeline given.
- The teachers should mention comments in the assessment papers wherever required so that the students get effective feedback on their performance.
- A sheet is shared with DP teachers where they add the final marks after moderation is done. In case of discrepancy of marks where the marks given by two teachers are not the same and have a difference then a clarification is done with another teacher about the reason for the difference in marking. If there is more difference, a few more samples have to be checked and if required all the papers should be rechecked. This decision is taken by team leaders based on the subject. ([Appendix 11](#))
- Once the moderation process is done, the marks and comments should be updated on the School Assessment Reporting software and an email of reports is sent to parents and students by Senior School Process Coordinators after the Diploma Programme Coordinator reviews the results and adds comments as per the timeline. ([Appendix 21](#): Example of reports)
- CAS is a non assessed component and is reported in the form of learning outcomes achieved, number of experiences, points achieved, comments and how many times CAS as a strand is achieved. ([Appendix](#))
- After all the papers are checked, the teachers can handover the assessment papers to the students in class after vacation in Term 1 or after mock exams in Grade 12.
- The assessment papers are discussed in the class by the teacher in their respective subject slots.
- In case of Term 2 (Grade 11) exams, the assessment papers are directly handed over to parents and students during Parent Teacher Conference (PTC) as the last day of exams is followed by school vacation. If students have not collected the papers then it should be handed over to the Front desk in this case.
- These Term 2 papers are discussed by subject teachers in the first week when school reopens after summer vacation. (Grade 11 moving to Grade 12)
- Result analysis is done by the respective Programme coordinators, Senior school Principal, Team Leaders and respective subject teachers.
- Based on the result analysis, discussion is done with parent and student during Parent Teacher Conference (PTC) by Diploma Programme Coordinator /Senior school Principal and where required career counselor is also involved. At this point, the student can also choose to change the subject levels based on the career option. In case of very low scores, they may choose to change to DP course if they want.

J.5.c Absenteeism during term assessment

For a candidate who misses his/her examination, then the student is marked absent for that term exam in the School reporting software which will reflect in their report.

The school will not reschedule exams under the following circumstances.

- Family function
- Out of town
- Death in the family
- Missed the bus
- Religious days which are not school holidays

Note: Even if prior information has been given in above same circumstances the exams will not be rescheduled.

In case of any sports event (interschool, nationals) or unavoidable medical condition, the exams is taken after the actual exam takes place. A consent is signed by students as a part of academic integrity that the student will not inquire about the exams from any of their peers or teachers. ([Appendix 18](#)- Consent form)

J.5.d Retake exams for FHSD

- If a student has scored less than 3 in a subject to gain FHSD credits, then they are given the option of a retake exam or do a project, so they work on the subject/subjects again to improve their performance.

J.5.e Role of exam officers, Programme coordinator, subject teacher and invigilator during school Term assessments

([Link to Academic Integrity policy](#) Pg 29)

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from the school. This information is added in the exam time shared with invigilators so they are aware who get which access arrangement.
- Invigilators should read all the instructions given to them beforehand and in case of doubt clarify it with Senior School Process coordinators.
- Monitor student washroom visits.
- Checking washroom for any unauthorized material which should be done by support staff
- Subject teacher should not be the invigilator for the subject being examined.
- Subject teachers cannot enter the examination hall and assist their students.
- Setting GDC on exam mode.
- Desks are checked and dictionaries or data booklets allowed in the paper mentioned not others.
- Follow exam timings with reading time given where applicable.
- Secure storage of exam material.

J.6 Final IB exams

- Students are prepared for final IB exams through summative assessment, term exams and mock exams.
- Past paper practice will help students in preparing for the final exams. Library will purchase the paper pack with a marking scheme when requested by the Diploma Programme Coordinator. Later, the Diploma Programme Coordinator will share all past papers with students and teachers.
- A session on May exam instructions is conducted by Diploma Programme Coordinator with Senior School Process Coordinators who will also be Exam officers during IB exams for students and invigilators.
- A soft copy of the mock exam and IB final exam calendar is shared with students for their reference.

J.6.a School Benchmarking and moderation process for IBDP Internal /External assessment

- It is mandatory to do moderation of selected samples of Internal assessment or external assessment (TOK essay, Orals or written assignments) before submitting it to IB.
- A moderation sheet in hard copy has to be signed by the teachers. Where there is a single teacher involved the other Team Leader or Diploma Programme Coordinator should moderate samples once. ([Appendix 14](#))
- After the moderation process, the marks are entered in the IB submission sheet shared with the teachers with comments to be used for IB submission. ([IBDP submission marks and comments](#))
- The leaders or teachers have to read and follow the checklist while submitting documents during IB e-coursework uploads. ([IB Submission Timeline & checklist for IBDP Internal and External uploads \(for teachers\)](#)). A consent of authenticity is taken from all students from all the subjects before uploads are done. (FS Academic Integrity policy: Appendix 5- Example 4)

J.6.b Absenteeism or any other circumstances during IB exams

Guidelines, as mentioned in the IB Assessment guidelines, are followed which is updated to students and invigilators during a session taken with them before IB exams. (Check the section below H8. Instructions for invigilators and students during final IB exams)

J.6.c Role of exam officers, Programme coordinator, subject teacher and invigilators during IB assessments

([Link to Academic Integrity policy](#) Pg 29)

When an examination is under way, following things should be taken care of:

- No additional time is being granted to students without authorization from IB. This information is shared with the invigilators and necessary documents as proof is provided in the tray of exam materials in the examination room.
- Sufficient number of invigilators as recommended by IB.
- Exam officer / Diploma Programme coordinator/ Asst. Diploma Programme coordinator / Senior School Principal/Head of School to fill the exam officer checklist to ensure exam processes are in place.
- Invigilators should pay attention to the training given to them and read all the instructions beforehand and in case of doubt clarify it with the Exam officer or Programme Coordinator. ([Invigilators session link](#)).
- Monitor student bathroom visits and enter the details in the book provided.

- Checking washrooms for any unauthorized material which should be done by support staff and checklist for the same should be filled.
- Subject teachers should not be the invigilator for the subject being examined. Admin staff will invigilate IB exams.
- Invigilators fill the exam checklist and take attendance.
- Subject teachers cannot enter the examination hall and assist their students.
- Setting GDC on exam mode.
- Desks are checked and dictionaries or data booklets allowed in the paper mentioned not others.
- Follow exam timings with reading time given where applicable.
- Follow all the processes set by IB as mentioned in the Diploma Programme Assessment Procedures published every year.
- Secure storage of exam materials.

J.7. Conduct of the Term assessment

- The term exams are invigilated by senior school teachers.
- A session with teachers is taken before Term exams and the instructions for invigilators document is shared with them for their reference as well. ([Appendix 18](#))
- Students are made aware about the process to be followed during exams by subject teachers in their classes and an instruction document is also shared with students. This document helps them get an idea of the type of MCQ sheet, how to mark answers in MCQ sheets, how an answer booklet looks and how to write in an answer booklet. The school has designed the MCQ sheet and answer booklet like IB so students are prepared for final IB exams. Process similar to the IB exam is followed.
- A reading time of 5 minutes is given to students as per IB guidelines except for MCQ papers.
- Teachers are supposed to fill a checklist during the exam to ensure whether all the instructions have been followed by the invigilator and submit it once the exam gets over. ([Appendix 20](#))

[DP exam specific instructions for invigilators](#)

[DP exam specific Instructions for students](#)

J.8. Conduct of the Final IB examination

- The exams is invigilated by Administrative staff due to school vacations.
- A session with administrative staff and students is taken before IB exams and the instructions for invigilators and instructions for students' presentation is shared with them for their reference as well.
- The IB exam poster and presentation for candidates is also shared with students and parents. ([Appendix 15](#))
- GDC without updated exam software will not be allowed in the exam hall.
- Various checklists are also used during final IB exams which are mentioned in Academic Integrity policy.

[Instructions for invigilators presentation link](#)

[Instructions for students presentation link](#)

J.9. Inclusive Access

Inclusive access is given to students during assessments as mentioned in H.9 Inclusive access of the ([Link to Learning Diversity & Inclusion policy.](#))

J.9.a Term exams

- In such cases, the Senior School Principal/Programme Coordinators will discuss with the mentor teachers, subject teachers and the well being counselor and provide access arrangements to the students, which may be in terms of giving extra time to the candidate, usage of word processor/reader/writer and or others as prescribed by IB Inclusive access policy.
- While taking decisions on this, the student's past performance, educational evidence and medical report/ psychologist's report (if any) is taken into consideration.
- If there is no report available the well being counselors will talk to parents and inform them about the report requirement. In case, if the parent still doesn't want to avail inclusive access arrangements then the parent will have to send an email to the school that they don't require access arrangement although the school is ready to provide them.
- The decision is taken based on the IB document "[Access and Inclusion policy](#)"⁹.

J.9.b Final IB exams

- A consent has to be taken from the parent for application of inclusive access arrangement as per IB requirement. ([Appendix 16](#))
- Educational evidence is taken from the subject teacher, scanned and saved.
- Psychological report has to be from a Psychologist practicing in the city. The report once provided is scanned and saved.
- The Inclusive access arrangement request is filled by Diploma Programme Coordinator/Senior school process organizer.
- Once approved by IB, the email is sent to students and their parents informing the access arrangements to them.
- An email is also sent to all students and parents for them to declare to school in case any student is suffering from color blindness.
- In case of students having medical issues or color blindness then a medical report is asked for in this case. Based on the medical report access arrangements are given.
- A print of this approval is taken and kept with exam material for IB exams for reference.
- In all cases, IB "Access and Inclusion policy" is followed.
- In case of any adverse circumstances during the examination, the IB process of Adverse circumstances is followed.

J10. Guidelines for malpractice during Term examination and IB exams (external/ internal assessments and its consequence

An act of misconduct by a candidate in relation to the examinations must be reported to Asst. Diploma Coordinator, Diploma Programme coordinator, Senior school Principal or Head of School.

Academic misconduct constitutes a breach of regulations that, if confirmed, results in no grade being awarded in the subject and level concerned.

The following actions are examples of academic misconduct relating to the written examinations:

- stealing examination papers/ copying online assessment questions/documents
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- borrowing or lending resources in the examination room without permission from the invigilator
- helping or receiving help from another candidate in any form (no virtual communication allowed)

⁹ Source: "Access And Inclusion Policy." *ibo.org*. N.p., 2018. Web. 7 Nov. 2019 .
<https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?lang=en>.

- impersonating another candidate
- possession of 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
- submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room the examination material, such as answer booklets or examination papers, exe files/pen drive/ device given by school (if any)
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator

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.

J10.a. Process to be followed during Term examination in case of Academic malpractice

([Link to Academic Integrity policy](#) Pg 31)

Consequences for breach of Academic Integrity guidelines for students

The invigilator will call didi/bhaiya sitting outside the exam venue and send the child to the respective coordinator/Senior School Principal in case of Academic malpractice.

- The student's assessment work will not be marked by the examiner but is reported as "Academic Misconduct- D" in the school assessment reporting system and hence in the student report.
- Parents are informed regarding this malpractice and the consequence (is decided by the Senior school leadership team) which is applied.
- A student observation is filled by the Senior school Process Coordinator which is a method of notifying parents regarding the instance after verbal communication.
- Subject teachers will have to mention the details in their comments and the same is reflected in the reports.
- Malpractice instance to be mentioned in the Coordinator's comments.
- A meeting is scheduled of the students involved in malpractice with the Programme Coordinator/Senior School Principal / Head of School.

J10.b. Process to be followed during IB e-coursework submissions in case of Academic Malpractice

([Link to Academic Integrity policy](#) Pg 31,32)

Consequences for breach of Academic Integrity guidelines for students

It is not sufficient for students to understand academic integrity at the conceptual level but they should be able to apply the same in their work. As an important stakeholder of the Fountainhead school, students are ethically responsible to report any incident of violation of Academic Integrity Policy to Diploma Programme Coordinator/Senior School Principal or Head of school. It is important to mention here that the Fountainhead School community shows no tolerance for any form of malpractice. The following steps are taken in case of detection of academic dishonesty by students. Severity and previous record is taken into consideration. Following steps is followed.

- Firstly, the student is given written warning through student observation on Nucleus (both to the student and parents). In case of in-text citation or bibliography missing in IB submissions, students will sit in a designated place and all citations will have to be completed or where required re write the complete work.
- If there is a second repeated instance by the student then the school will call the parents and the Program Coordinator with the team leader will discuss the matter with parents (in the presence of student) along with the consequences that follow such an action. The student and parent is strictly

communicated that repetition of any such action in the future will lead to suspension from school. In addition to this, the school is keeping a record of the student on an individual basis with details of the incident and action taken by the school. The student will rewrite the whole task in the school timings in a designated place under supervision. Other consequences is decided on the severity of the issue on a case to case basis. At the same time student is counseled by the program coordinator and the team leader. If required, well being counselor help is sought. A student observation will also be filled in this case.

- One third repeated instance by the student, the school has full right to suspend the student for a maximum period of seven days. The action taken by the school is decided by Programme Coordinator, Senior School Principal and Head of School and the same is communicated to the parent (along with justification for such an action) through the mail. During the suspension period the student will not be allowed to enter the school premises and attend any of the classes or take part in any activity related to the school. The Head of School, Senior School Principal and Diploma Programme Coordinator is responsible for the final decision. Members of the Senior School leadership team (SSLT) will have full right to revoke the suspension or extend the period of suspension, if the need arises. The decision taken by the Head of School, Senior School Principal and Diploma Programme Coordinator is final in this regard.
- In case of many repeated instances, the school will have full right to expel the student from the school OR Mark as "N" for that subject specific submission. Such a decision is taken by the Head of School, Senior School Principal and Diploma Programme Coordinator, Asst. Diploma Programme Coordinator.

J10.c. Process to be followed during Final IB exams in case of Academic malpractice

The process outlined in IB Assessment guidelines is followed.

J.11 Academic Integrity Practices to be followed by school during Assessments and storage of papers

([Link to Academic Integrity policy](#), Pg 30)

J.11.a For school internal assessments

- The teachers will submit their papers and mark schemes in the google document shared by Senior School Process Coordinators and this document cannot be shared with any other teacher. A separate account is used for exam purposes which has a two step verification process.
- It is mandatory for teachers to have a two step verification process in their laptop.
- After approving the question papers and marking schemes, the Team leaders/Coordinators will inform the Senior School Process Coordinators and then the paper is given for printing. After approval from Team leaders the editing rights of the teachers are taken away.
- All the process followed during IB exams is followed.
- The term assessment papers are stored in a lock and key cupboard in a folder date wise. The keys are accessible only to the Senior school process Coordinators and no one else.

J.11.b Final IB exams

- As soon as the IB stationery for exams is received it is checked by Diploma Programme Coordinator and Senior school Process Coordinators who is also an examination officer for DP exams.
- The examination papers when received are checked by Diploma Programme Coordinator,

Asst. Diploma Programme Coordinator and Senior school Process coordinator using the checklist provided by IB and then the status is updated on IBIS for papers received.

- The papers are arranged date/ subject/level wise as per the exam time table with other additional materials like answer booklet, graph paper, formula booklet, cover sheet, case study, treasury string, attendance sheet, IB assessment procedures, invigilator checklist, exam officer checklist, washroom record register and washroom checking checklist.
- All the final IB exam related material is stored in a locked cupboard in the strong room "The Vault" with limited access.
- The Vault has double door security and the cupboard where the stationary and papers are kept have a double lock system.
- The secure room "The Vault" keys are kept in a digital locker
- Who can access "The Vault" : Head of School, Senior School Principal, Diploma Programme Coordinator, Asst. Diploma Programme Coordinator and Exam officer
- No academic or admin staff is allowed to enter "The Vault" without any permission. They need to take permission from the Examination officer/Program Coordinator/Principal/Head of School depending on availability.
- Checklists (invigilators, exam officers, support staff) are used as a process to be followed during final IBDP exam to ensure Academic Integrity. Checklists with links are added in the Appendix of Academic Integrity policy.

J.12. Homework

- Homework is given by the teacher to help students understand assessment expectations. It will vary from subject to subject.
- The teacher will follow Homework guidelines made by the school for posting and checking homework.
- It is either self assessed/ peer assessed /teacher assessed.

More details are available in the [Homework guidelines](#) document.

J13. Training of teachers

- Assessment is a part of a new teacher training module under subject training.
- New teachers during their training period have to write assessment papers, check sample assessment papers using marking schemes, design assessment, write an internal assessment, check internal assessment samples and write an extended essay in the subject which they are going to teach. ([DP training sheet format](#))
- The teachers already teaching the subject also have to write IB papers every year so as to understand the assessment requirements better and can help students well.
- Teachers are motivated to apply for the position of IB examiners as per the availability table published by IB stating vacancy in subject.
- Teachers have to go through the subject and IA report published by IB during the sessions planned in school.
- Teachers have to fill the subject G2.0 form after final IB exams. Time is allotted for teachers to do this during summer training days.
- EUR samples are purchased by the school from IB after the results are declared where required to understand the checking of IB and how can students be better prepared for assessments.
- IB workshops (online or face to face) will also help teachers better prepare for Assessments. One teacher from the team will attend the workshop and then a PD is conducted by that teacher with the team as a part of team PD¹⁰.

¹⁰ PD: Professional Development

J.14. Open Book Exams

([Link to Academic Integrity policy](#) : Pg 30)

For Economics Paper 1:

- All students appearing for OBE exam model are taught the format of how to prepare the OBE sheet and how to use it during school summative and terms examinations as per the IB guidelines.
- The students will submit their OBE sheet for Economics Paper 1 as per the first draft and final submission deadline set by the school.
- Upon first draft submission, the teachers will check and give comments based on which the students will work and then submit the final OBE sheet. This sheet is used by the students during Term exams and the OBE sheet submitted for mock is used for the Final IB exams.
- During the examination period OBE sheet is provided to them with the question papers and then collected back.

For Psychology Paper 1:

- Teachers will prepare the OBE sheet for students as per the IB guidelines and then share it with students and students can comment on it for their suggestions before the final one is made.
- Once the final OBE sheet is ready it is shared with students in soft copy format to refer to.
- A hard copy of the OBE sheet is provided to students during summative and term exams to train them for final IB exams.
- During the examination period OBE sheet is provided to them with the question papers and then collected back.

K. Role of ICT in Assessments

Fountainhead School integrates ICT in teaching and learning as well as assessment. Teachers use a variety of technology tools like Kahoot, Flipgrid, etc for ongoing assessments. Students also use Google Slides, Google Docs, Google Sheets, Google Forms, Canva etc for different types of assessments.

L. Connection with the other policies

The assessment policy should be read in conjunction with the school language policy, admission policy, ICT policy and learning diversity policy.

Language Policy

- Student's language needs are considered while planning assessments for diverse learners. More details can be obtained from Fountainhead [Language policy](#)

Academic Integrity Policy

- It is important to follow academic integrity during preparation of examination papers by teachers by citing the sources used and for students while submitting internal assessments and appearing for external examination. More details are available in [Academic integrity policy](#)

Career Counseling policy

- MYP and DP: The predicted grades are an important part of college admissions and so it forms a part of Career Counseling policy. School term assessments help to obtain predicted grades which can be used for college admission requirements and final IB prediction. More details are available in [Career counseling policy](#).

Learning diversity policy

- Student's language needs are considered while planning assessments for diverse learners. More details can be obtained from Fountainhead [Learning diversity policy](#)

Admission Policy

- For admissions in grades 1 to 6, the school conducts reading, oral and written assessments for students to understand their readiness levels. Further details can be obtained from the [Admission policy](#).

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N. Appendices

Appendix 1: Summative assessment format for MYP

	Date: _____	Name: _____	Name of the Unit: _____
	Grade: _____	Section: _____	
	Duration: _____		

Note: Font style and size: Arial 11

Name of the Topic:	
Statement of Inquiry:	
Assessment objective in focus:	
ATL skill/s catered (if any):	
Key Concepts/ Related concepts catered (if any):	
Global Context catered (if any):	

Instructions about the Assessment task:

Note: Pick the objectives as per the task and add task specific clarification accordingly considering the strands chosen for the objectives.

Remove the extra tables from below- if a particular criteria is not being assessed

Task Specific Clarification:

Criterion A	Criterion A level Descriptors	<u>Task Specific Clarification</u>
0		
1-2		
3-4		
5-6		
7-8		

Criteria B	Criteria B level Descriptors	<u>Task Specific Clarification</u>
0		
1-2		
3-4		
5-6		
7-8		

Criteria C	Criteria C level	<u>Task Specific Clarification</u>
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	Descriptors	
0		
1-2		
3-4		
5-6		
7-8		

Criteria D	Criteria D level Descriptors	<u>Task Specific Clarification</u>
0		
1-2		
3-4		
5-6		
7-8		

Task Details as per the requirement: Command terms must be in bold with definitions of command terms included after task specific clarification if its a task requiring students to respond to questions.

Source: <https://docs.google.com/document/d/1BsLWPdy767uYr8rHil2nm9LS1NKZ1qbN9-XMB8IkETU/edit>

Appendix 2: The MYP assessment criteria across subject groups

	A	B	C	D
Language & Literature	Analysing	Organizing	Product text	Using Language
Language acquisition	Comprehending spoken & visual text	Comprehending written and visual text	Communicating	Using Language
Individual & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real- world contexts
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving performance
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
MYP Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Appendix 3: MYP Marking and Grade boundaries

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.

Appendix 4: MYP Assessment format for pen and paper assessments

The Fountainhead Mission: To Nurture Leaders with Character & Competence MYP TERM 1 EXAMINATION (October 2019)	
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School code : 004196	
Name of the student:	Roll No:
Grade :	Section :
Subject :	Paper Component :
Duration :	Sign of the invigilator:
Names of Teachers:	

Instructions to the candidates: - Do not open this examination paper until instructed to do so. - Read the question paper carefully and follow the instructions as mentioned. - Write your name on all the work you hand in. - Write in <u>dark</u> blue or black pen. - Do not use paper clips, highlighters, glue or correction fluid. - Attempt all the questions in the Answer Booklet provided.

For Examiner's use				
Criteria	Criterion A:	Criterion B:	Criterion C:	Criterion D:
Achievement Level				

Examiner's Signature: _____

Appendix 5 : MYP Exam time line example

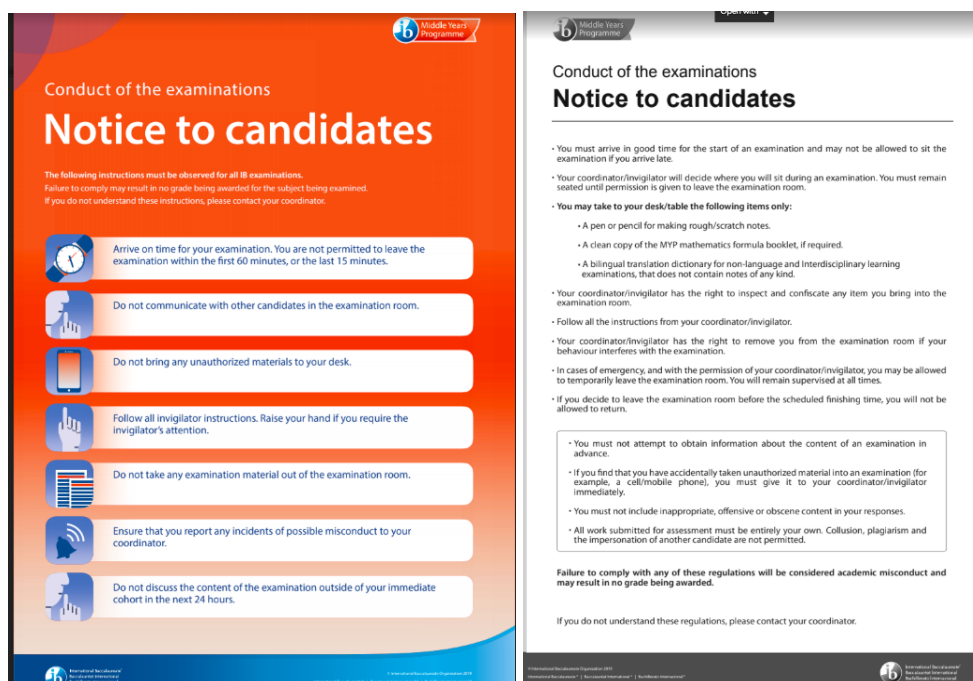
TERM 1- EXAM TIMELINES

Details	Grade 7 & 8	Grade 9 & 10
Sharing of Grade boundaries and details with Leaders	NA	NA
Checking and confirming the Examination & Grade Boundaries details by TL	NA	NA
Exam Doc File to be shared by PO's (Exam Papers should be created in the shared doc only, the separate doc should not be created)	10-Aug-2019	10-Aug-2019
Teachers to start preparing the papers (Complete term 1 syllabus to be taken into consideration for all grades)	13-Aug-2019	13-Aug-2019
Posting of the syllabus and paper components details on the Nucleus as Grade Update by subject teachers/leaders	3-Sep-2019	
1st draft of examination paper with marking scheme	28-Aug-2019	28-Aug-2019
Peer & Leaders checking for the examination paper	09-Sep-2019	03-Sep-2019
Final paper submission with marking scheme (MYP- paper writing and DP in doc)	25-Sep-2019	09-Sep-2019
Printing of papers and TSCs by POs	27-Sep-2019	
Mentor Teacher Comments (entry of comments and checking by MOM to be done by this date)	30-Sep-2019	
Assemble TSC and Papers as per the dates and venues by the respective teams and handed over to SS PO (Calendar invite to the leaders is sent with the venue details)	11-Oct-2019 Not applicable for onscreen components of MYP	
Subject Comments	13-Oct-2019	
Entry of levels/marks and checking to be done by this date by the Leaders (Arts, Design, PHE)- MYP Entry of comments and checking to be done by this date by the Leaders- DP	21-Oct-2019	
Teachers to update final marks/levels in Nucleus, with cross-checking everything (3:00 pm)	17-Nov-2019	
POs to check that all marks/levels and comments are entered	18-Nov-2019 & 19-Nov-2019	
Final comments based on the examination performance, paper checking & marks/levels entry (Coordinators)	20-Nov-2019 & 21-Nov-2019	
Reports to be sent to parents by POs	22-Nov-2019	
MY / DP PTC - 1	23-Nov-2019	

PS- Leaders to check the comments and marks after the exam gets over.

Source: <https://docs.google.com/document/d/1A-n1dMb3ibIV8ViGXwBUYZjfh3imFUFJdh2mATSJffM/edit>

Appendix 6: MYP: IB exam poster example



Source: www.ibo.org

Appendix 7: MYP parent consent form for Inclusive access arrangement

Parent consent for application of inclusive access arrangement

Date : _____

I, Parent of _____ give my consent to apply for inclusive access arrangements in the International Baccalaureate exams for May 2020 session. I authorize the school to use the copies of my medical/psychological testing records for IB exam registration. I also grant the IB permission to receive and review my records and to discuss my reports and needs with school personnel and other professionals. The school will submit this request with the supporting documents to the IB solely for the purpose of evaluation of the assessment arrangement request, and IB will treat all information about a candidate as confidential.

Parent's sign: _____

Source: <https://docs.google.com/document/d/1hFv8oZYm0fHpJWBdHJp-AYytUyCiHTDNmm0UFUqXXIc/edit>

Appendix 8: Summative assessment format

	Name: _____ Grade: 11 Section: _____
	Subject & Level: _____
	Unit Title: _____
	Topic : _____
	Date: _____
	Expected Completion time: _____
	Total Marks: _____

Section A :

Instructions:

Source: https://docs.google.com/document/d/1GhYFj-bSnYrBwNB40RSCBnML_NZe8H0KQfOyIzQs4bI/edit

Appendix 9: DP Grade boundaries and assessment details example

Subject wise details 5 minutes reading time before the actual exam except for MCQ											Grade boundaries decided after taking average from 2017 and 2018					
Subject Group	Subject	No. of papers	Type of Papers	Marks (paper wise)	Weightage (paper wise)	Exam Doc to be shared with (teachers name)	Duration	GDC requirement	Answer booklet/ MCQ sheet	Formula /Data booklet/Case study/Graph paper/Resource booklet	Grade	From	To	Grade	From	To
1	English A Lang. & Lit										SL			HL		
	SL	Paper 1	Essay	20	50%		1 hour 30 mins	NA	Answer sheets	NA	1	0	11	1	0	13
		Paper 2	Essay	25	50%		1 hour 30 mins	NA	Answer sheets	NA	2	12	25	2	14	27
											3	26	38	3	28	41
	HL	Paper 1	Essay	20	50%		2 hours	NA	Answer sheets	NA	4	39	53	4	42	54
		Paper 2	Essay	25	50%		2 hours	NA	Answer sheets	NA	5	54	66	5	55	66
											6	67	81	6	67	79
											7	82	100	7	80	100

Source: <https://docs.google.com/spreadsheets/d/1fKQL6fWR2J9R5oGBkZFjNBCzYgibrxKVSRQoNwPzP0/edit#gid=1478294874>

Appendix 10: TOK/EE grid

The following new matrix will be adopted from the May 2015 session.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Changes from the current matrix

B + C combination now results in 2 additional points (previously 1 point)

A + E combination now results in zero points and a failing condition (previously 1 point)

Appendix 11: DP moderation sheet example

Term 1								
Grade 11								
Title of the Assessment	Name of Students (whose scripts have been moderated)	Name of Teacher -1	Marks Awarded by Teacher - 1	Name of Teacher - 2	Marks Awarded by Teacher - 2	Name of Teacher -3	Marks Awarded by Teacher - 3	Final Marks Awarded
First term								
SL								
HL								
Overall Comments :								
Signature - Teacher 1								
Signature - Teacher 2								
Signature - Teacher 3								

Source: https://docs.google.com/spreadsheets/d/1yIZBvgH1WsGCTYHR0IZi3g8_4fyetVJFk_Azu59OYxA/edit#gid=177876883

Appendix 12: DP term exam format for paper



The Fountainhead Mission: To Nurture Leaders with Character and Competence

IBDP TERM 1 EXAMINATION (October 2019)

School code : 004196

Name of the student:	Section :
Grade :	Roll No:
Subject :	Paper Component : Paper
Duration :	Marks:
Name & Sign of the invigilator:	
Name of the teacher:	

Instructions to the candidates:

Question	Section A	Section B	Total Marks
Marks			

Appendix 13: Exam timeline example for DP

Details	Person responsible	Date
Exam Timeline to be shared with the leaders	SSPCs	10-Feb-2024
Checking and confirming the Examination & Grade Boundaries details https://docs.google.com/spreadsheets/d/1yBJ7TrSOMpC4L4nvHCkDrxifzJIHdR5n813HG6l3VZI/edit#gid=1075522233	Leaders	12-Feb-2024
Exam Doc File to be shared. (Teachers to add details) (Exam Papers should be created in the shared doc only, a separate doc should not be created. Before teachers start preparing papers, Page setup should be checked. A4 paper size, 0.5 spacing from all sides, Arial 11, 1.5 spacing, Maths formula in Times New Roman) Leaders to convert the doc file into pdf for final printing and add it to folder shared with them. Case studies and formula booklet pdf should also be added in same folder. Screenshot of questions should not be added.	SSPCs	13-Feb-2024
Teachers to change the password of Google account and check for 2 steps verification (Leader to ensure this)	Leaders	13-Feb-2024
Teachers to start preparing the papers (Complete year syllabus to be taken into consideration for Grade 11) Maths teachers: All student GDC to be checked in respective classes for Exam mode software.	Leaders	13-Feb-2024
Deadline by which leaders add syllabus (syllabus sheet link given below) https://docs.google.com/spreadsheets/d/1jHODEEQB9Ov54h75ujl4CPe7hCQsOv12ekPEGLzsFIQ/edit#gid=1004975703	Leaders	26-Feb-2024
Posting of the syllabus and paper components details on the Nucleus as a Grade Update by subject teachers/leaders (complete syllabus of the term 1 and 1-2 units from DP Year 1 for grade 12) https://docs.google.com/spreadsheets/d/1jHODEEQB9Ov54h75ujl4CPe7hCQsOv12ekPEGLzsFIQ/edit#gid=1004975703	SSPCs	9-Mar-2024
Deadline for 1st draft of examination paper with marking scheme	Leaders	11-Mar-2024
Posting Term 2 exam Timetable	SSPCs	12-Mar-2024
Peer & Leaders checking for the examination paper (Leaders should check the first page as well which has assessment details including the pointers stated which should be same as IB as per the paper)	Leaders	20-Mar-2024
Final paper submission with marking scheme (DP paper writing in doc)	Leaders	28-Mar-2024
Printing of papers	SSPCs	1-Apr-2024 to 9-Apr-2024
Mentor Teacher Comments (entry of comments and checking by MOM to be done by this date)	MOMs	9-Apr-2024
Assembling of papers	Leaders	12-Apr-2024
DP Term 1 Exams	-	17-Apr-2024 to 26-Apr-2024
Subject Comments (Use grade descriptors as well)	Leaders	30-Apr-2024
Teachers to update final marks and comments in Nucleus (including CAS comments), with cross-checking everything (4:30 pm)	Leaders	30-Apr-2024

Entry of comments and checking to be done by this date	Leaders	1-May-2024
Check that all marks/levels and comments are entered	SSPCs	2-May-2024
Final comments based on the examination performance, paper checking & marks/levels entry	DPC	2-May-2024
Reports to be sent to parents	SSPCs	2-May-2024
PTC slots communication to be sent to mother teachers	SSPCs	2-May-2024
PTC slots communication to be sent to all other parents	SSPCs	3-May-2024
Reminder to parents to book the slots	SSPCs	4-May-2024
DP PTC - 3	SSPCs	6-May-2024
PS- Leaders to check the comments and levels after the exam gets over.		

PS- Leaders to check the comments and marks after the exam gets over.

Source:  Term Exam Timeline 2023-24

Appendix 14: DP IA/EA moderation sheet format



Moderation sheet for IB submissions

IBDP Subject group: _____

Subject: _____

Level: SL / HL

Title of the assessment: _____ Date of moderation: _____

Name of Students (whose scripts or e-coursework have been moderated)	Name of Moderator 1	Marks Awarded by Teacher -1	Name of Moderator 2	Marks Awarded by Teacher - 2	Name of Moderator 3	Marks Awarded by Teacher- 3	Final marks awarded

Overall comments (if any): _____

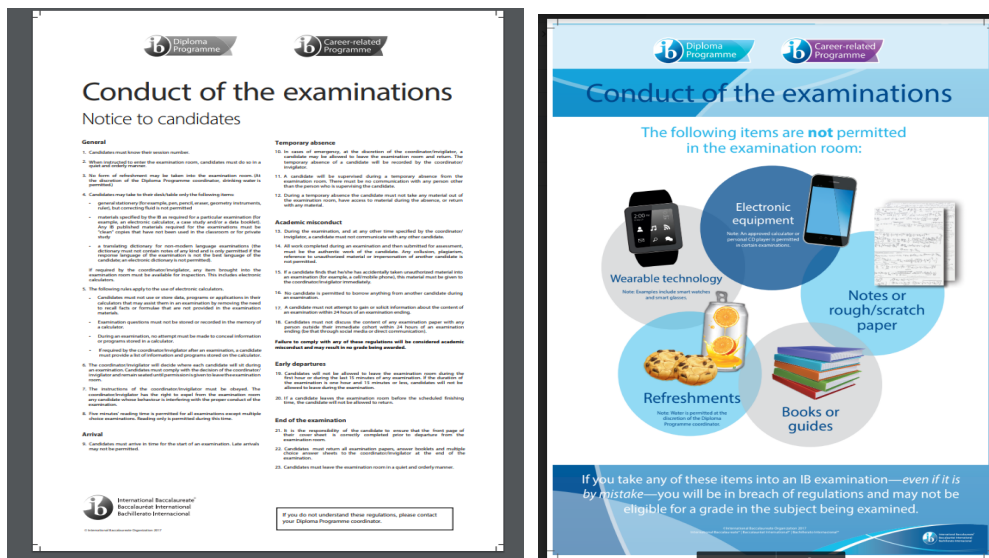
Signature of Teacher -1:

Signature of Teacher -2:

Signature of Teacher -3:

Source: https://docs.google.com/document/d/1MecMY5L_A-5vxa-NMex-umCtgdFrVhnc1vTP1MFJC0A/edit

Appendix 15: IBDP exam poster for candidate



Source: www.ibo.org

Appendix 16: Parent consent for Inclusive access arrangement

Parent consent for application of inclusive access arrangement

Date : _____

I, Parent of _____ give my consent to apply for inclusive access arrangements in the International Baccalaureate exams for May 2024 session. I authorize the school to use the copies of my medical/psychological testing records for IB exam registration. I also grant the IB permission to receive and review my records and to discuss my reports and needs with school personnel and other professionals. The school will submit this request with the supporting documents to the IB solely for the purpose of evaluation of the assessment arrangement request, and IB will treat all information about a candidate as confidential.

Parent's sign: _____

Source: <https://docs.google.com/document/d/1hFv8oZYm0fHpJWBdHJp-AYytUyCiHTDNmm0UFUqXXIc/edit>

Appendix 17 : Consent form used during school exams

Undertaking for rescheduling Term exam

I, parent of _____ studying in Grade-Section _____ hereby request you to reschedule the Term Exam for the below given (No. of) _____ subject/s as it falls during the event/other exam.
1. _____ 2. _____ 3. _____

I ensure that my ward will not ask/discuss the paper with any of his classmates/friends and the content of the paper is confidential and violation of this will result in academic dishonesty of the examination.

Student's Signature: _____ Parent's Signature: _____

Events Detail:

Name of the event: _____

Date of the event: _____ to _____

Name of the incharge: _____ Incharge's Signature: _____

To be filled by the approver:

Exam rescheduled for (subject)	Actual Date	Rescheduled Date

Approver's Name: _____ Approver's Sign: _____

Source: <https://drive.google.com/file/d/1-BA7p2DTq1WKINgwg1icHGFHfPUn6a6M/view>

Appendix 18: Instructions for invigilators and students

A. EXAMINATION GUIDELINES FOR TEACHERS and INVIGILATORS

1. The invigilators have to collect the papers (DP) or TSC (MYP); from PC 's desk in the morning, half an hour before the examination.
2. The invigilators should reach the venue 20 minutes before the exam time so that they have enough time to write the grade, subject and timing (beginning and ending) for each paper on the whiteboard. This will especially be important where multiple exams are being conducted.
3. Please ensure that students are thoroughly checked before they enter the examination hall. Students who are not in complete uniform will not be allowed to appear for the exam. Didi is there outside the wing to check the students.
4. Invigilators need to update the seating plan outside abd inside the venue so that the students can sit according to the seating plan (For DP).
5. Students need to keep their bags outside the examination wing. They are not allowed to keep it outside their examination classrooms or in the classroom.
6 Stationary pouches are not allowed in exam hall (DP)
7. Once the students enter the exam hall please ensure they are seated quietly without any talking.
8. GDC covers are not allowed in the examination hall (DP)
9. It is compulsory for all the invigilator to sign the question paper given to the students after checking whether all the instruction is filled by the students. Please do not sign until the student writes all the relevant info (DP)
10. Students Attendance - There is sheet in each basket, wherein invigilators will have to enter the details of the students present/absent for each examination.
This attendance sheet has to be handed over to the PCs as soon as the examination is over.
The MOM can then update the attendance on Nucleus.
11. The invigilators have to hand over the examination papers to the PC's. If the PC's are not available, the papers should be handed over to the coordinators.
The subject teachers receiving the papers after the examination for checking should make sure that he/she counts the papers while collecting them from the PC's.
12. Students have to sit in the examination venue for entire duration of the paper.
There is support staff taking rounds in the corridors. In case of any doubt/confusion, the invigilators can approach them.
13. Teachers cannot use mobile phones, laptops, read books or check papers while they are doing the invigilation.
14. All the necessary resources is provided to the invigilators; which have to be duly returned.
15. The students can sit in the Assembly after the examination is over, and revise for the next paper.
16. Instruction regarding the papers is written on the cover sheet, the invigilator has to follow the same.

17. The students should board the next available bus route, as soon as the examinations are over. They are not allowed to do a stayback without permission or board 2:15 pm bus route.

If students have requested to stay back for a particular subject revision or doubt solving; the subject teacher should inform the Mentor Teacher, Coordinator, PC's, front desk and transport; at least one day in advance.

The students who stayback without permission, will not be allowed to board the bus. The parents will have to come and pick them from school.

Source: <https://docs.google.com/document/d/1cMkZZqdP3f6gWov93JFraQsB3dwu4cjmyH6NOuWpoQo/edit>

B. Important Instructions for Term Exams for students

Please adhere to the following instructions during the Term Examinations.

1. Students are expected to report 15 minutes before the start of the examination at the examination venue.
2. Students will not be allowed to go for washroom in first & last 30 minutes of the exam.
3. Students are not expected to talk or create any disturbance during the conduct of the examination.
4. Students are allowed to bring only transparent water bottles inside the room.
5. Students are expected to carry their own stationery in a transparent pouch (only for MYP). Borrowing of stationary during the examination is not allowed.
6. Students are expected to check their pockets & pencil boxes for any extra academic related paper/s. Strict action (which includes denial of the right to appear for the subsequent examinations) is taken against student/s who are found carrying any material other than what is required.
7. Students who do not have any examination are not expected to come to school.
8. Students can go to Bon Appetit during the break between the 2 exams for having snacks and lunch. Pantry items is available at Bon Appetit. After having snacks, students are supposed to be seated in the Itadakimasu (Block1- Dining Area) and prepare for the next examination.

P.S- You will not be allowed to sit in Library as it is used for MYP Onscreen exams.

9. Students are not allowed to play or go to the grounds after the examination is over. Students who do so will have to face consequences.
10. The students have to sit in the examination hall for at least 60 percent of the time of the total duration of the paper. For eg., if the duration of the paper is 1 hour, the students are expected to sit in the examination hall for at least 36 minutes. They can then leave the examination hall if they have finished writing the paper.
11. Students are allowed to bring only wired earplugs, wired keyboard, wired mouse (for onscreen exams); transparent bottles, transparent pencil boxes and transparent writing pads. (applicable to Grade 7, 8, 9 and 10)
12. GDC covers are not allowed in the examination hall (Grade 11 & 12).
13. Students need to keep their bags outside the examination wing. They are not allowed to keep it outside their examination classrooms. Students pockets is checked by invigilator/didi/ bhaiya before they enter the examination wing.
14. Students cannot carry any material in the examination hall other than the required stationery.
15. Buses will leave sharp at 12:25 pm and if students miss the bus they have to call their parents to pick them up or they may leave by 3:30 pm bus route.
16. Students are not allowed to come early during exam days or stayback after the exams. In case, if students want to stayback or come early for doubt solving then the prior appointment is to be taken from that particular teacher a day before the exam.
17. **Students should come for the exam in full school uniform (which includes socks and shoes also). If any student is not in school uniform will not be allowed to appear for the exam.**

Appendix 19: Senior School Benchmarking and moderation

Benchmarking guidelines for Senior school teachers

Please note the following guidelines regarding benchmarking :

1. Subject specific teacher to select 03 students work (to fall under the following performance level. The judgement regarding selection of scripts is based on previous academic performance of the student/s).
 - a. High Scoring script
 - b. Average scoring script
 - c. Low scoring script
2. Both teachers will mark the above mentioned scripts and once the marking is done, teachers will collectively discuss the marks regarding individual questions.
3. Teachers are expected to record the key points of discussion in the format as mentioned in appendix 1
4. Once the benchmarking is done, the teachers are expected to share (orally) the key points of the benchmarking process with the TL.
5. The teacher/s can begin the marking of scripts.

Moderation Guidelines for Senior School Teachers :

Once the marking of the scripts is over, the teacher/s will individually select 01 samples of student/s work (meeting the following guidelines) :

- a. High Scoring script
- b. Average scoring script
- c. Low scoring script

Both teacher/s will individually review 01 sample (which meet the above mentioned criteria and contains 03 scripts of students work) each. Each teacher will review the marking of the other teacher. The presence of team leader in the moderation meeting is optional. Teachers are expected to communicate (to team leader) the outcome of moderation process orally and also through discussing the duly filled moderation sheet with the team leader. During the moderation process, the teachers will discuss/highlight the key differences in their marking and should reach to a common mark (which might be higher, lower or similar to the previously awarded marks).

The teacher/s need to do the above process for the samples. Teacher/s can select extra student samples, in case there is no common conclusion regarding the marks to be awarded.

The teachers need to fill the **moderation sheet (link mentioned below)** to record the process of moderation.

1. **Note** : The term 'Sample' means one script of the following :
 - a. High Scoring script
 - b. Average scoring script
 - c. Low scoring script

2. Note : Please note that no. of sample selected for benchmarking/moderation can be greater. The following guidelines is followed for selection of samples, in case of moderation process.

A. Both the teachers will take one sample each and moderate the same. In case of agreement teacher will stop the moderation process and will fill the moderation sheet. In case of discrepancy in marking point no. B (as mentioned below) is followed.

B. In case of discrepancy the teachers will select two more samples and moderate the same. In case of agreement teacher will stop the moderation process and will fill the moderation sheet. In case of discrepancy point no. C (as mentioned below) is followed.

C. In case the discrepancy in marking continues then the teachers will moderate all samples.

Appendix 1

Format for recording the benchmarking process

Title of the Assessment	Name of Students (whose scripts have been benchmarked)	Name of Teacher -1	Marks Awarded by Teacher - 1	Name of Teacher - 2	Marks Awarded by Teacher - 2
Additional Comments/Key findings :					

Appendix 20: Checklist for Invigilator

EXAMINATION INVIGILATION FORM

Date: _____

Time: _____

Grade	Subject / Level	Paper	GDC / Calculator allowed	No. of students expected	No. of students who attended

- Exam Checklist followed as per the Checklist: YES / NO

Instructions to be followed during the Examination

<u>START OF EXAMINATION</u>		Comment (if any)
Write all the required information on the whiteboard	YES / NO	
Name tag to kept randomly on the table before the students enter the room (applicable for Grade 11 & Grade 12)	YES / NO	
Check candidates before entering the examination hall	YES / NO	

Check students are with transparent bottles and pouches (For DP students pouches are not allowed)	YES / NO	
Students are in proper and full school uniform, including shoes.	YES / NO	
<u>DURING EXAMINATION</u>		
Take attendance during the examination room and mark the attendance in the attendance sheet	YES / NO	
Check if students have filled their details properly in script/answer sheets and then sign on the required materials (Answer sheet, MCQ sheet or Question Sheet)	YES / NO	
Don't allow students to go for water break / washroom in the first and last 30 mins of the examination	YES / NO	
Students should not leave till the end of the exam time	YES / NO	
<u>END OF EXAMINATION</u>		
Tell students to stop writing	YES / NO	
Collect answer sheets and question paper from the students	YES / NO	
Collect name cards from student table (applicable for G11 & G12)	YES / NO	
Count all answer sheets and question paper and place the answer sheets in the folder and hand it over to PC	YES / NO	

Any Exception / Issues during the examination: YES / NO

If yes, specify in detail in this box:

(for e.g. malpractice, any errors in the process, student issues, venue issues etc.)

Name of Invigilators: _____

Sign of Invigilators: _____

Source: https://docs.google.com/document/d/1AdhzqUMkTH3FqzspRdFDk47kpbY4PiNuwl1_WF65Bzk/edit

Appendix 21: Senior School reports (few examples)

MYP summative and formative assessment report



Assessment Report : 2019-20

Assessment Details				
Name	Grade	Subject	Unit Name	
	Grade 7	Integrated Sciences	Lets Classify	
Summative Assessment Levels				
Criteria	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impact of science
Achievement Level (Out of 8)	4	Not Assessed	Not Assessed	4
Teacher's Comment based on Summative Assessment	did particularly well in Criterion A: Knowing and Understanding where he showcased adequate scientific knowledge. He understands the applications in real life of scientific concepts to reflect upon the impacts of science.			
Formative Assessment Levels				
Criteria	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impact of science
Achievement Level (Out of 8)	4	Not Assessed	Not Assessed	4



Address: Opp. Ambetha Water Tank, Kunkni Gam, Rander-Dandi Road, Olpad Taluka, Surat- 395005
 Affiliation Number: CIE IN758 / IBO 4196
 Contact : +(91)-8000130031 Email: surat@fountainheadschoools.org

Performance Profile - Grade 8 - Term 2 (2018-19)

Student Profile	
Student's Name :	Father Name :
Student ID :	Mother Name :
Grade :	DOB :
Section :	Address :

Subject	Grade	Final Attendance Record	
Language Aquisition	4	Total Working Days:	99
Integrated Sciences	5	Present:	98
Language and Literature	5	Absent:	1
Physical and Health Education	5	Cumulative Attendance Percentage:	98.99 %
Arts	2	Co-curricular Activities	
Design	6	Arts Special:	Cooking
Mathematics	5	Personal Sports:	Football
Integrated Humanities	5		
Inter Disciplinary Unit	6		
Community Project	5		

Mentor Teacher Name :	Karan Chevli, Rozyleen Chaudhary
Mentor Teacher Comment :	

has always been proactive and committed to his learning. He is an enthusiastic learner who seems to enjoy school. He is able to work independently with confidence. He utilizes his class time effectively. He takes initiative, leads a group and contributes his significant inputs which are really appreciable. He possesses learner profiles 'Knowledgeable' and 'Communicator'. He shares personal experiences and opinions in class as well as during Life class. Overall, it's a pleasure to have him in the class.

reaches to class on time and is prepared with his resources. He shows active participation in the class discussions. Most of the times, he is friendly and approachable. However, he should not get involved in teasing/bullying.

Head of School:	Vardan Kabra
Senior School Principal:	Bhumika Parmar
MYP Coordinator:	Chinki Chhapia, Hasina Saifee
Coordinator's Comment:	The grades achieved suggests a praiseworthy performance across all the subjects. Continuous persistence and commitment to the learnings at school will surely help you perform to your full potential. You can focus on the tasks assigned in Arts, in case you want to pursue this subject in the next grade to achieve a minimum grade 3 in the subject.
Date:	09.May.2019

Performance Profile - Grade 8 - Term 2 (2018-19)

Subject Name	Achievement Levels				Final Grade
Language Aquisition	Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and visual text	Criterion C: Communicating in response to spoken and/or written and/or visual text	Criterion D: Using language in spoken and/or written form	4
	4	4	5	4	
Integrated Sciences	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impact of science	5
	7	6	4	6	
Language and Literature	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Producing text	Criterion D: Using language	5
	6	5	6	5	
Physical and Health Education	Criterion A: Knowing and understanding	Criterion B: Planning for performance	Criterion C: Applying and performing	Criterion D: Reflecting and improving performance	5
	5	5	6	3	
Arts	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding	2
	4	5	0	0	
Design	Criterion A: Inquiring and Analysing	Criterion B: Developing ideas	Criterion C: Creating the solution	Criterion D: Evaluating	6
	7	7	7	6	
Mathematics	Criterion A: Knowing and understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts	5
	6	4	7	6	
Integrated Humanities	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically	5
	5	5	6	5	
Inter Disciplinary Unit	Criterion A: Disciplinary grounding	Criterion B: Synthesizing	Criterion C: Communicating	Criterion D: Reflecting	6
	7	6	6	7	
Community Project	Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting	5
	6	4	5	5	

Performance Profile - Grade 8 - Term 2 (2018-19)

Integrated Sciences		
Teacher's Name :		Krishna Vyas
MYP Assessment Criteria	Achievement Level	Maximum
Criterion A: Knowing and understanding	7	8
Criterion B: Inquiring and designing	6	8
Criterion C: Processing and evaluating	4	8
Criterion D: Reflecting on the impact of science	6	8
Total	23	32
Integrated Sciences Final Term Grade Awarded		5

Integrated Sciences - Standard IBMYP comment based on Grade Achieved:

Produces generally high-quality work with scientific discussion and justification. Communicates good understanding of concepts and contexts demonstrating proficient use of scientific and technical communication modes. Demonstrates analytical thinking and critical evaluations to make scientifically supported judgments, sometimes with sophistication. Usually transfers scientific knowledge and applies scientific skills, with some independence, in classroom and real-world situations.

Integrated Sciences - Teacher's Comment:

In Integrated Science class this year, _____ has done well to complete his project work, which has earned him a grade 4. He did outstandingly well in Criterion A: Knowing and Understanding which paved the way for his successful demonstration of scientific knowledge. He is encouraged to focus more on processing the data and evaluating the scientific method to solve the real-life problems that would help him to validate the method efficiently. With some more effort across most Integrated Science criteria, I believe he will show progress in future.

Integrated Sciences Grade Boundary:

1	2	3	4	5	6	7
0-5	6-9	10-14	15-18	19-23	24-27	28-32

Formative Assessment Report : 2023-24

Assessment Details				
Name	Grade	Subject	Assessment	Unit Name
Aarzoo Charania	Grade 12	Biology-HL	FA - 1	1. Cell Biology

Formative Assessment Result

Summative Assessment Report : 2023-24

Assessment Details				
Name	Grade	Subject	Assessment	Unit Name
Aarzoo Charania	Grade 12	Biology-HL	SA - 1	1. Cell Biology

Assessment Objective Catered

Summative Assessment Result

Performance Profile - Grade 12 - Term 2 (2023-24)

Student Profile			
Student's Name :	Jishnu Mehra	Father Name :	Bharat
Student ID :	FSK2010101	Mother Name :	Meenakshi
Grade :	Grade 12	DOB :	03.Oct.2006
Section :	Aplomb	Address :	Surya Lifestyle,, Near Rajmahal Complex, Surat
Subject	Grade	Final Attendance Record	
Chemistry-HL	6	Total Sessions:	44
Math Analysis and Approaches-HL	7	Attended Sessions:	42
Physics-HL	7	Absent In Sessions:	2
Economics-SL	7	Cumulative Attendance Percentage:	95.45%
English A-SL	5		
Hindi B-SL	6		
Total Score(Out of 42)	38		
Mentor Teacher Name :		Kinjal Morkhia	
Head of School:		Vardan Kabra	
Principal Senior School:		Bhumika Parmar	
DP Coordinator:		Bhargavi Bergi	
Coordinator's Comment:		Student has performed extremely well across subjects. Should work consistently to maintain the set standards. Keep it up.	
Date:		02/May/2024	

English A-SL				
Teacher's Name :		Chandni Sharma		
		Weightage	Total Marks	Marks Scored
External Assessment	Paper 1	50 %	20	11
	Paper 2	50 %	30	18
External Assessment Weightage (70 %)				40.25
Internal Assessment	Individual Oral	100 %	40	29
Internal Assessment Weightage (30 %)				21.75
English A-SL Percentage (100 %)				62%
English A-SL Final Term Grade Awarded				5

English A-SL Overall Comment:

Jishnu demonstrates an excellent understanding of communication and analysis in English. His classroom performance has been diligent given his attitude, interest in the subject, and goals for the future. The level of pro-activity he has displayed in this last term has been noticed and appreciated. Such a positive attitude is something that will hold them in good stead in any future endeavors.

Jishnu's response comprehends the literal meaning of the text adequately, but it only offers a satisfactory interpretation of some implications. Evaluation of authorial intent and organization are decent, but there is room for improvement.

While Jishnu's attempt is appreciated, his response and overall performance could benefit from more nuanced analysis. Further practice and understanding are essential for mastering Paper 2. Wish you All The Best for the Grade 12 Final Exams!

The IB Final Orals have been conducted and submitted.

English A-SL Grade Boundary:

1	2	3	4	5	6	7
0-15	16-29	30-43	44-56	57-68	69-80	81-100

CAS report

Creativity, Activity and Service		
CAS Advisor :		Amish Punjabi, Kinjal Morkhia
Learning outcome s	Description	Learning outcome s met
L01	Identify own strengths and develop areas for growth Screen reader support enabled.	7
L02	Demonstrate that challenges have been undertaken, developing new skills.	7
L03	Initiate and plan a CAS experience.	4
L04	Show perseverance and commitment in CAS experience.	7
L05	Demonstrate skills and benefits of working collaboratively.	5
L06	Engagement with issues of global significance.	3
L07	Recognise and consider the ethics of choices and actions.	3
CAS Experiences : 8 Out of 8		LO's met : 7 Out of 7
Creativity : 4		Activity : 3
		Service : 5
Project status : Completed		Profile status :
		CAS requirement : Met
Creativity, Activity and Service overall comment :		
Jishnu has met all the requirements of CAS. Experiences cover all three strands. He has achieved all learning outcomes successfully. Reflections include evidence to support the activities. Reflection includes aspects of cognitive and affective expression regarding significant moments in CAS. He has also completed his CAS interview & portfolio successfully.		

STUDENT PROFILE	
Student's Name:	
Academic period:	
Email:	
The school attendance policy prescribed minimum attendance of 88%.	
The Student's attendance as on date is 67.54% (Cumulative % as on 2019-Sep-03)	

Group Name	Subject Name	Grade 9		Grade 10		
		Term I	Term II	Term1	Term2	Final Result
Group 1 (Languages)	First Language English	A	A	B	C	A*
	Hindi	A	A*	A*	A	A*
	Literature	B	A	A*	B	A*
Group 2 (Humanities & Social Sciences)	Global Perspectives	A	A	B	A	A*
Group 3 (Sciences)	Coordinated Science	A	A	A	A	A*
Group 4 (Mathematics)	Additional Mathematics	A	A*	A*	A	A
	International Math - Extended	A*	A*	A*	A*	A*
Group 5 (Creative, Technical & Vocational)	Information and Communication Technology	A*	A*	A*	A*	A

Group Name	Subject Name	Grade 11		Grade 12		Predicted Grade
		Term1	Term2	Term 1	Term 2	
Group 1 English A	English - SL	5	6	6	7	7
Group 2 Second Language	Hindi - SL	6	5	6	6	6
Group 3 Individuals and Societies	Economics - HL	6	7	7	7	7
Group 4 Experimental Sciences	Chemistry - SL	7	7	7	7	7
	Physics - HL	6	6	7	7	7
Group 5 Mathematics	Maths - HL	7	7	7	6	6
	Extended Essay				A	A
	Theory of Knowledge				A	A
Total Points		37	38	40	43	43
Diploma Total Points		42	42	42	45	45

1) * Predicted grades are given on the basis of student's result in Grade 11 (Term 2) and the latest exam s/he appeared for. Student's work habits and capabilities are also taken into consideration.
 DP Core points (TOK & EE) are not added in Grade 11 (Term 1&2) result.
 2) This certifies that the information herein is complete and accurate.
 3) Blank cell means that the students did not appear for the exam.

Contact (Email ID) - career.counselor@fountainheadschoools.org

Ritu Khanna

Career Counselor

Signature

