SYMBIOSIS
INTERNATIONAL SCHOOL

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Pune, India

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ASSESSMENT POLICY

Principles and practices for assessment across the PYP, MYP, IGCSE and DP

POLICY DOCUMENT AT A GLANCE

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Approved By	Director, Ms Shalini Singh Hamilton
Date of Approval	14/07/2026
Effective From	03/08/2026
Review Cycle	Annual
Next Review Due	July 2027
Version	2.0
Previous Review Date	15/07/2025
Policy Owner	Director, Ms Shalini Singh Hamilton

Applicable for **IB PYP, MYP, DP & CAMBRIDGE IGCSE**

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Assessment Philosophy

At Symbiosis International School (SIS), assessment is an integral and interconnected part of teaching and learning across all programmes. It is designed not merely to measure achievement, but to make learning visible, inform teaching, support student growth, and guide future learning. Assessment is therefore viewed as an ongoing, purposeful and reflective process that considers both the process and product of learning.

SIS recognizes that learners have diverse abilities, learning needs, cultural backgrounds, experiences and ways of demonstrating understanding. Assessment practices are therefore designed to be fair, inclusive, accessible, authentic, varied, transparent, reliable, valid and fit for purpose, while providing appropriate opportunities for every learner to demonstrate knowledge, conceptual understanding, skills and application. Where required, assessment is differentiated and reasonable adjustments are provided in accordance with the relevant programme requirements and approved access arrangements.

Assessment at SIS encompasses assessment for learning, assessment as learning and assessment of learning. Formative assessment provides evidence of learning during the learning process and enables teachers and students to identify strengths, gaps and next steps. Assessment as learning develops students' capacity for self-assessment, peer assessment, reflection and ownership of learning. Summative assessment provides opportunities for students to demonstrate the knowledge, understanding and skills they have developed at appropriate points in the learning process.

Assessment is aligned with clearly communicated learning outcomes, programme and subject-specific objectives and, where applicable, published assessment criteria and descriptors. Students are made aware of the purpose of an assessment, the expected learning, success criteria and assessment requirements before undertaking the task. A range of appropriate assessment approaches—including written and oral work, projects, practical work, performances, presentations, portfolios, investigations, observations, examinations, reflection, self-assessment and peer assessment—is used to build a comprehensive picture of student learning.

SIS values meaningful evidence of learning over numerical averages alone. Assessment decisions are informed by relevant evidence, professional judgement and the assessment requirements of the respective programme. Assessment outcomes are systematically recorded, analysed and communicated to students, parents and other relevant stakeholders. Feedback is timely, specific, constructive and actionable, with an emphasis on feedforward and improvement rather than merely reporting a grade.

Assessment also contributes to the development of conceptual understanding, inquiry, critical and creative thinking, communication, collaboration, problem-solving, self-management, reflection, independence and other Approaches to Learning (ATL) skills. It provides opportunities for students to develop the attributes of the IB Learner Profile and to engage with local, regional and global perspectives, thereby strengthening international-mindedness.

SIS is committed to maintaining consistency, fairness and reliability in assessment through collaborative planning, moderation, standardization, and use of exemplars. Assessment evidence is used not only to determine student achievement but also to review curriculum, teaching practices and the effectiveness of interventions. In this way, assessment contributes to a continuous cycle of learning, reflection, improvement and curriculum development.

Academic integrity is fundamental to assessment at SIS. Students are expected to submit authentic work and appropriately acknowledge the ideas, information, data, images and work of others. Teachers and Programme Coordinators are responsible for supporting students in understanding and maintaining academic integrity and for following the requirements of the relevant examination and programme authorities.

Ultimately, SIS views assessment as a shared responsibility and a partnership among students, teachers, families, school leadership and support personnel. Effective assessment should enable every learner to understand where they are in their learning, where they need to go next and how they can progress towards becoming confident, reflective, responsible, self-directed and lifelong learners.

IB Mission Statement

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

SIS Mission Statement

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaiva Kutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens and promote inclusivity and unwavering integrity. Our endeavour is to equip our students with the requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

SIS Vision Statement

Promoting International Understanding through Quality Education.

Aims of the Assessment Policy: Common to All Programmes

This policy aims:

- To ensure that all objectives are assessed for each subject using a suitable range of strategies, innovative tools and instruments.
- To ensure that the assessment includes strategies to strengthen the student performance and skills towards the overall development and enabling them to be lifelong learners.
- To assess the student performance regularly as per the defined schedule (informed/uninformed).
- To ensure continuous improvement in the student performance through specific feedback and scaffolding.
- To report and analyse the student performance to all the stakeholders regularly: students, parents and the school authorities.
- Assessment should reflect accurate demonstration of student performance and not just the mathematical average.
- Assessments should provide students the opportunity to imbibe the learner profiles to become global citizens.
- Develop disciplinary, transdisciplinary and interdisciplinary understanding and help them in the next stage of learning.
- Assessments should develop concept and inquiry-based learning.

Assessment Strategies

A range of assessment strategies is used throughout the academic year to gather evidence of student learning, identify strengths and areas for development, inform teaching and support students in moving their learning forward. Assessment is therefore used not only to evaluate student achievement, but also to evaluate the effectiveness of teaching and to inform future planning and instructional decisions.

Assessment strategies are designed to recognize the diversity of learners and provide appropriate opportunities for students to demonstrate their knowledge, understanding, skills and application. Due importance is given to both the process and product of learning, with assessment opportunities designed to capture conceptual understanding, inquiry, application, critical and creative thinking, communication, collaboration, reflection and independent learning.

Assessment strategies are selected and planned according to their purpose and may be formative, assessment as learning or summative. They are implemented at appropriate points throughout the learning process and are designed to be authentic, varied, transparent, inclusive, accessible, valid, reliable and fit for purpose.

Assessment Tools and Methodologies

SIS uses a varied range of assessment tools and methodologies to gather evidence of student learning and achievement. These may include, but are not limited to:

- Written assessments and tests
- Quizzes and class activities
- Oral work and discussions
- Practical and laboratory work
- Projects and investigations
- Presentations and performances
- Portfolios and process journals
- Observations
- Reflections and learning journals
- Self-assessment and peer assessment
- Research-based tasks
- Coursework and internally assessed components, where applicable
- Examinations and other formal assessments

Assessment may be conducted individually, collaboratively or over a period of time, depending on the purpose and nature of the learning being assessed. Some assessment processes may be automated, while others require teacher judgment, moderation or collaborative standardization.

The assessment tool, methodology, format and mode of evidence are selected according to the purpose of the assessment, the intended learning outcomes and the nature of the learning being assessed. Wherever appropriate, assessment criteria, success criteria, rubrics or descriptors are communicated to students in advance to promote clarity, transparency and consistency.

The use of varied assessment tools enables SIS to develop a comprehensive picture of student learning rather than relying on a single assessment method. Assessment evidence is recorded systematically and used to provide feedback, inform teaching and learning, monitor progress and support reporting.

Formative Assessment

Formative assessment is an integral part of the learning process and is used primarily to gather evidence of learning during instruction. Its purpose is to identify students' strengths, misconceptions, learning gaps and areas for further development and to provide timely feedback and feedforward that supports improvement.

Formative assessment also provides teachers with evidence about the effectiveness of their instructional approaches. Teachers use this evidence to adjust the pace, level of challenge, scaffolding, differentiation and learning experiences according to student needs.

Formative assessment may include classroom activities, questioning, observations, discussions, reflection journals, practice tasks, practical work, research activities, quizzes, assignments, draft submissions, peer and self-assessment, and other learning engagements. Such assessments may or may not be graded, depending on their purpose.

The emphasis in formative assessment is on progress and improvement rather than simply on the award of marks or grades. Students are provided with opportunities to understand what they are doing well, identify what requires further development and determine appropriate next steps.

Teacher's Role in Formative Assessment

The teacher acts as a facilitator and supporter of learning by:

- Designing formative assessment opportunities that are aligned with learning intentions and appropriate to the learner's stage and needs.
- Gathering evidence of student understanding throughout the learning process.
- Providing timely, specific and constructive feedback and feedforward.
- Adjusting teaching, learning experiences, differentiation and levels of challenge in response to assessment evidence.
- Providing appropriate scaffolding and opportunities for students to improve and demonstrate their learning.
- Encouraging students to reflect on their learning and take increasing responsibility for their progress.
- Using formative assessment evidence to inform future planning and instructional decisions.

Assessment as Learning

Assessment as learning occurs when students actively monitor, reflect on and take responsibility for their own learning. It develops students as self-regulated and reflective learners by involving them in identifying learning goals, understanding success criteria, evaluating their own work and determining appropriate next steps.

Students are provided with opportunities to engage in self-assessment, peer assessment and co-assessment. These practices enable students to recognize their strengths, identify areas for improvement and develop a deeper understanding of the quality of their work.

Assessment as learning may involve the use of rubrics, criteria, descriptors, exemplars, reflection tools, learning journals, peer feedback and student-led reflection. Where appropriate, students may contribute to establishing or interpreting success criteria and using these criteria to evaluate their learning.

The emphasis is on the quality of learning and the development of learning goals rather than solely on performance or quantity of work. Feedback and reflection are expected to be constructive, respectful and focused on improvement.

Through assessment as learning, SIS aims to develop students' capacity to:

- Understand what they are learning and why.
- Recognize the criteria or indicators of successful learning.
- Monitor their own progress.
- Give and receive constructive feedback.
- Reflect on strengths and areas for development.
- Set meaningful learning goals.
- Make informed decisions about their next steps.
- Take increasing ownership of their learning.

Summative Assessment

Summative assessment is used at appropriate points in the learning process to determine the extent to which students have achieved the intended learning outcomes. It provides evidence of what students have learned and how effectively they can demonstrate their knowledge, understanding and skills.

Summative assessments may take place at the end of a unit, learning cycle, term or programme stage, as appropriate to the programme requirements. They may include end-of-unit assessments, projects, portfolios, presentations, performances, practical work, coursework, term-end examinations, mock examinations and final or external examinations.

Summative assessments are designed to be valid, reliable, fair, unbiased and fit for purpose, and are aligned with the relevant learning outcomes, curriculum objectives and programme or subject-specific assessment requirements.

Where applicable, achievement is determined using established assessment criteria, descriptors, grade boundaries or other programme-specific requirements. Assessment judgments are supported through appropriate standardization and moderation practices to promote consistency and reliability.

Summative assessment provides information for reporting student achievement and progress to students, parents and other relevant stakeholders. The results are also used, alongside other evidence of learning, to inform future teaching, intervention, curriculum planning and student support.

SIS recognizes that no single assessment can provide a complete picture of a learner's capabilities. Therefore, summative assessment is considered as part of a broader body of evidence that reflects the learner's knowledge, understanding, skills and development over time.

PRIMARY YEARS PROGRAMME

Assessments at SIS are used as a tool to evaluate the depth of the curriculum and the effectiveness of the teaching and learning process. Assessment at Symbiosis International School is viewed as an integral and ongoing part of teaching and learning within the Primary Years Programme and Early Years. Assessment practices are learner-centered, inquiry-driven and concept-based, supporting students in becoming reflective, knowledgeable and self-regulated learners.

The school believes that assessment should make learning visible, encourage student agency, support conceptual understanding and promote meaningful reflection. Assessment is embedded within inquiry, play, exploration and authentic learning experiences rather than being treated as a separate event.

Why Do We Assess (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 provides a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficacy of the programme. It also offers information on student's learning to parents, administrators and other stakeholders.

At SIS, we believe well-designed and effective assessment is central to engaging students and allows learners to consolidate their learning.

Assessment practices within the PYP aim to:

- Monitor and support student learning and development
- Identify strengths, interests and areas for growth
- Inform future teaching and differentiation
- Promote conceptual understanding and inquiry
- Support ATL skills and learner profile development
- Encourage reflection and learner agency
- Provide meaningful feedback and feedforward
- Communicate progress effectively with families

Characteristics of Effective Assessment

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals; success criteria and the process learners use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of learner learning.
- **Developmental:** It focuses on an individual learner's progress rather than their performance in relation to others.

- **Collaborative:** It engages both facilitators and learners in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley, 2007) and raises students' motivation.

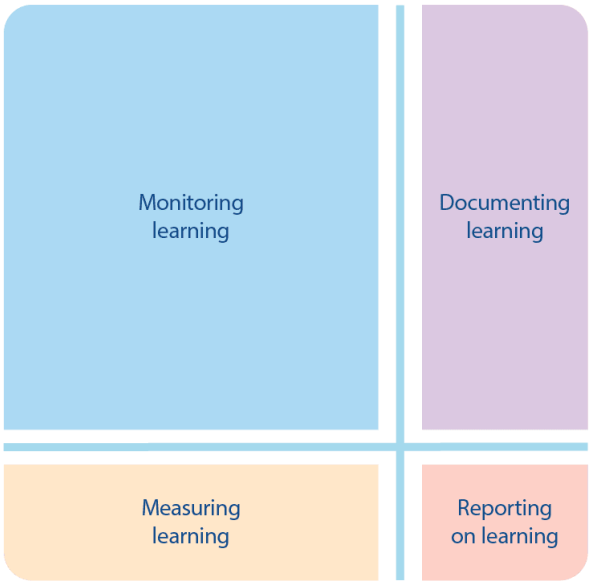
Assessment Planning through Backward Design

At SIS, assessment planning in the PYP is informed by a backward design approach. Facilitators begin by identifying the intended learning, including knowledge, conceptual understandings and skills, and determine what evidence will demonstrate learning. They then plan appropriate assessment opportunities and learning experiences that enable learners to develop and demonstrate the intended learning. Assessment evidence gathered throughout the inquiry is used to inform teaching, differentiation, feedback, reflection and subsequent learning experiences.

What to Assess

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry as well as the product of inquiry. The facilitators plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning. At SIS, the learners are assessed based on the knowledge of facts, understanding of the concepts and the development or growth of skills over a period of time. The success criteria are either known to the learners or are co-constructed with the learners, allowing them to be involved in the learning process and taking ownership of their own learning.

How to Assess



PYP assessment has four dimensions: Monitoring, Documenting, Measuring and Reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.

Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value.

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies, including observation, questioning, reflection and discussions with peers and teachers. Facilitators provide timely, specific and constructive feedback and feedforward to help learners identify their next steps and make progress in their learning. Assessment evidence is also used to inform responsive teaching, differentiation and subsequent planning.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understanding or skills.
- **Portfolios:** The Learner Portfolio is a purposeful collection of student work that is designed to identify student growth and provide a continuum for students to track their learning process. Portfolios enable students to reflect on their learning and identify their strengths, as well as areas for improvement, throughout the year.

Measuring learning

The measure of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured.

- **Pre-Assessment:** The assessment of a student's prior knowledge and experience, which will be evaluated prior to new learning experiences.
- **Assessment for learning:** Provides information and evidence of student understanding that is used to give timely feedback and design the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Assessment evidence is used to identify learners' current understanding, strengths and areas for development and to determine appropriate next steps in teaching and learning.

- **Assessment as learning:** Students reflect on their own learning and their progress towards their goals. May include peer and group assessment – tasks in which students actively evaluate each other's learning by providing feedback.
- **Assessment of learning:** An integral part of learning. At appropriate points of the inquiry, it provides learners with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

Strategies and Tools – Graphic Organisers, rubrics, checklists, Portfolio, Success Criteria are used to take assessment as, of and for learning.

Reporting learning

It is the process of communicating the knowledge and understanding gained from assessing a student's learning. Reporting practices at SIS include:

Parent / Teacher Conferences

Parent/Teacher Conferences occur at the end of each term. In these conferences, parents and teachers discuss the progress of each student's learning and identify areas for growth.

Student-Led Conferences

Student-Led Conferences take place after each unit and are a review of the work that has happened during the course of six weeks. Students lead their families through various activities in the classroom and sharing of their learning portfolio, to demonstrate their personal and academic growth. Student-Led Conferences conclude with a family reflection.

The PYP Exhibition

The PYP Exhibition is a collaborative experience that provides students an opportunity to identify, explore and investigate issues of personal interest. In Symbiosis International School, the Exhibition is one of the six Units of Inquiry in Grade 5, wherein students are fully engaged in planning and implementing their inquiries as well as presenting their findings to the school community.

Learning Stories

Formal written reports are issued twice a year, at the end of each term, across all grades from EY1 to PYP 5. The report is one element of the process of communicating with parents about their child's progress. Facilitators provide comments highlighting areas of success, development and next steps in learning.

Learning Scale	E	A	I	B
Descriptor	Expert level of Proficiency towards the Learning Goal	Advanced Level of Proficiency towards the Learning Goal	Intermediate Level of Proficiency towards the Learning Goal	Beginning to attain Proficiency towards the Learning Goal

Discontinued from 2024–2025 to align it with the whole school.

The 7-Point Achievement Scale

Level	Descriptor	General Understanding
7	Exemplary	Exceptional understanding and transfer of learning
6	Proficient	Strong understanding and independent application
5	Competent	Secure understanding and consistent application
4	Adequate	Good understanding with occasional support
3	Progressing	Partial understanding requiring guidance
2	Developing	Basic understanding requiring substantial support
1	Beginning	Minimal understanding requiring significant support

Scope of the Policy

The policy applies specifically to students in MYP 1, MYP 2, and MYP 3.

The MYP assessment policy is based on principles and practices for achieving educational goals relating to all aspects of assessment for students.

The policy includes:

- a philosophy of assessment that supports student learning
- common practices in using the MYP assessment criteria and determining achievement levels
- common practices in recording and reporting student achievement
- implementation of formative and summative assessment consistent with IB expectations
- assessment principles and practices with required systems for grading and reporting

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective assessment, structured short answers, essays, coursework, performance based, portfolios, projects and practical work such as knowledge and use of apparatus, identifying and solving problems and designing a formal lab report.

The assessment of MYP students at SIS is on a continuous basis throughout the three years of the programme.

How Are Students Assessed in the MYP?

- Students are assessed according to predetermined objectives related to assessment criteria in a given subject.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.
  - A record of formative assessment kept with the teacher is used for prompt feedback. However, while reporting at the end of each term, the report would be based on Term-End assessment.
  - For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria.
  - Summative assessments should offer students opportunities to reach the highest levels of achievement with regard to their conceptual knowledge and understanding.

Formative Assessment

- Formative assessment is an ongoing process used to monitor student learning and provide continuous feedback.
- Formative assessments can be taken either on the criterion-based or rubrics.
- It is for ascertaining students' prior learning so that appropriate learning experiences and teaching strategies can be planned.
- It is to consider how to monitor and support learning as students engage with the unit.
- Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

Summative Assessment

Summative assessment tasks are directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills.

The MYP assessment model is also described as criterion related as it is based upon predetermined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. This is reflected in each subject guide. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement. During reporting periods (end of term 1 and 2), students will receive criterion related grades on a scale of 1–7. IB MYP teachers should refer to the "Assessment" section in IB MYP FPIP.

- All assessment at SIS is criterion-based. General grade boundaries given by the IB are to be used in all the subjects for final MYP grade. Decimals, percentages, or fractions are not consistent with criterion-related assessment.
- In MYP, grading is undertaken positively and consistently in relation to clear subject criteria.
- Student must acknowledge all ideas, information, data, images, and quotations taken from other sources by citing them accurately in Chicago Manual of Style (CMOS) format. Failure to cite sources appropriately may be considered a breach of academic integrity.
- Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands. 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.

Best Fit Approach

- Overall achievement level is determined by the best fit of the performance across multiple tasks.
- We consider strengths in different areas to give a holistic view of the abilities.

If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

Task-Specific Rubrics and Task-Specific Clarification

- Students must be informed which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task.
- Assessment rubrics should be developed and applied to the summative assessment tasks whenever required. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should support learning by providing clear guidance.
- Link generic descriptors and their command terms to task-specific clarifications.
- Feedback to students should be prompt and supportive. Teachers must keep a clear and accurate record of all assessment activities.

MYP Achievement Levels

Determining Final Grades

Final grades are determined using IB MYP grade boundaries.

The process includes:

1. Determining achievement levels for each criterion
2. Adding criterion totals
3. Applying IB grade boundaries
4. Awarding a final grade from 1–7

Final Subject Grade	1	2	3	4	5	6	7
Grade Boundaries	1–5	6–9	10–14	15–18	19–23	24–27	28–32

Teachers use professional judgment and multiple pieces of evidence when determining final grades.

Grades are not calculated using percentages, averages, or weighted formulas.

As a general expectation:

1. Each criterion should be assessed at least twice per year.
2. Students should experience varied assessment opportunities.

Achievement Levels

The MYP uses achievement levels from 0–8 for each criterion.

Achievement Level	Descriptor
0	The student does not reach a standard described by any descriptor below.
1–2	Limited achievement and understanding
3–4	Adequate achievement and understanding
5–6	Substantial achievement and effective understanding
7–8	Excellent and sophisticated achievement

Reporting in MYP

- The final reporting is done on summative and term end assessments in the MSO.
- The Achievement Grade is determined by adding the criteria grades, and awarded using the IB MYP published grade boundaries.
- It should be made clear to students which assessment tasks contribute to their final term end grade.
- Grades for the individual criteria should reflect how the student has performed over the reporting period; it is not an average across all observations for that criterion.
- The results of all the assessments including the Term End examinations are recorded in the School management software system.

Performance Reports

Detailed Performance Reports are generated and discussed with the parents. The performance reports include:

- Grade Sheet
- Performance report for all the subjects
- CCA (Creative and sports) grades
- Homeroom and Teacher comments
- Student's submissions
- ATL Skills
- Learner Profile
- Attendance
- Class Participation
- General conduct
- Subject-specific assessment objectives
- Table of school grade boundaries

Academic Integrity Matters

- If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Integrity Policy for further guidance.
- If a teacher, or another member of staff, suspects that a MYP student may have breached the school's standards of academic integrity, he or she will inform the relevant IB Coordinator. The latter will

investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.

- If it can be shown that inappropriate work has been submitted, the MYP Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement.
- Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the HOS will decide the outcome of the case.

The MYP assessment criteria across subject groups can be summarized as follows:

Subject group	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and Analysing	Developing ideas	Creating the solutions	Evaluating
MYP Community Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

School Assessment Specific Guidelines (MYP)

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable transparent container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
   I. General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
   II. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.

Late Arrival

No additional time will be allowed for students arriving late for the examination.

Temporary Absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

During the school-based/internal examination, for any malpractices at school level refer to the SIS Academic Integrity Policy.

Mobile Phones and Examinations

1. Mobile phones must not be brought into the examination room.
2. If any student fails to observe this regulation, then the matter will be referred to the school discipline committee for necessary action as mentioned in the Academic Integrity Policy.

Managing Assessment Tasks in MYP

Instructions for Assessment Tasks: Teachers will provide relevant instructions along with rubrics, with task-specific clarifications where applicable, including the assessment date or due date.

Late Submission of Assessment Tasks

- Keep the parents informed about the same through an email.
- The achievement level awarded for that work will not be reduced; however, the action will be reflected by a comment in the report.

Extensions and Deadlines

- Extensions are available, however only due to either unavoidable or exceptional circumstances, at the teachers' discretion. Students should communicate with their teacher at least one school day prior to the due date for an extension (where possible).
- An email or a letter from parents should be received by the teacher at the time of the request, or the student can request the extension through email with the parent included in the correspondence.
- An alternative due date should be communicated to the student and the parents.
- If absence and such absence is communicated, then students should submit the assessment on the first day back to school after the absence, or as soon as practicable, if valid reasons prevent submission on the day of their return.
- If any student is repeatedly seeking extension of deadline on grounds of special/medical leave, the matter will be brought to the attention of the HOS by the MYP Coordinator.

Group Work

- Teachers should be aware of what work individual students will contribute during group assessments.
- Where possible, teachers should allocate grades for different group members according to individual involvement and performance; this should be made explicit at the beginning of the assessment.

Standardization

Aim

- Ensure consistent, reliable, and valid decision-making across different points in time.
- Minimise assessment creep, whereby assessment judgments may change over time due to variables that can affect consistency of practice, such as staff changes, variations in student numbers, or evolving educational demands.
- Apply standardised criteria consistently, ensuring that assessment judgments remain equitable and comparable over time.
- Use exemplars as reference points for making consistent judgments against the established criteria. These exemplars will be used during the practice phase of the moderation process.
- Recognise and value assessment for learning as an integral part of the moderation process, ensuring that formative assessment practices are acknowledged and strengthened through moderation.

MYP Standardization Procedure at SIS

- Standardization should occur at least once a term, per programme per subject.
- At least two teachers within the department/Group should be involved in the standardization process.

Moderation Practices at SIS

- All student work is assessed using IB MYP subject-specific criteria and achievement level descriptors.
- Subject teams regularly moderate student work to ensure consistent interpretation of the criteria and professional judgement.
- Achievement levels are awarded solely on evidence in the student's submitted work.
- Brief moderation notes are recorded for borderline cases to support consistency and transparency.
- Moderation strengthens assessment practices and ensures alignment with IB MYP principles.
- This process ensures assessment is criterion-related, equitable, and supports meaningful student learning.

Community Project

The CP Coordinator conducts a workshop for supervisors to develop a common understanding of the assessment criteria, achievement levels, and their application. Supervisors then engage in cross-moderation of student work to compare achievement levels, discuss interpretations of the criteria, and ensure consistency and reliability in the assessment process. Final grades are assigned after considering the outcomes of the cross-moderation process and consulting the external moderator.

CP Assessment Criteria

- Criterion A: Investigating
- Criterion B: Planning
- Criterion C: Taking action
- Criterion D: Reflecting

Timeline for CP Culmination

Timeline	Process
August	Learners' orientation – 1
August	Learners' orientation – 2
3rd week of August	Parent Orientation
September	Allotment of supervisors.
September	Meeting with supervisors.
3rd week of October	Submission of Proposal (Criteria A and B)
November	Meeting with supervisors.
January	Completion of Criterion C – Taking action: written feedback of supervisors in student process journals until Criterion C.
3rd week of February	Completion and submission of the process journal along with evidence of work and additional documents. (Criterion D)
March	Final Submission of the Process Journal
April	The culmination of the community project is through a presentation.

Assessment Timeline

Assessments	Timeline
MYP Term End Examination 1	November–December
MYP Term End Examination 2	May
Unit Summative Assessment	2nd and 4th week
Community Project Culmination	April

CAMBRIDGE — IGCSE

Assessment Framework

Cambridge IGCSE assessment at Symbiosis International School is designed to provide continuous evidence of student learning and achievement throughout the two-year programme. Assessment practices include formative assessment conducted during the course and summative assessment at identified stages of the programme.

Cambridge IGCSE assessment may include written, oral, coursework and practical components, depending on the requirements of the individual subject.

Formative Assessment

Formative assessment is conducted through **monthly assessments** and continuous evaluation of student progress and understanding.

The monthly assessment process provides regular opportunities to:

- monitor student learning and progress;
- identify strengths and areas for development;
- identify gaps in knowledge and understanding;
- provide timely feedback and feedforward; and
- support students in improving subsequent performance.

The formative reporting cycle is:

Monthly Assessment → Monthly Assessment Report → Comment Report → Parent-Teacher Meeting (Before term ends)

The **Monthly Assessment Report** records the student's grades, while the **Consolidated Comment Report** provides qualitative feedback on the student's learning and areas for improvement. The Parent-Teacher Meeting is conducted **before the term end assessment**, enabling discussion of the reported performance and appropriate next steps.

Summative Assessment

Summative assessment is conducted at key stages of the IGCSE programme to evaluate student achievement and readiness for the final Cambridge assessment.

The summative assessment schedule at SIS includes:

IGCSE Year 1

- Term End Examination 1 – October/November
- Term End Examination 2 – April/May
- Retest for lower D, E and NA – July, where applicable

IGCSE Year 2

- Term End Examination 1 – October/November
- Pre-board Examination 1 – January
- Pre-board Examination 2 – March

The final Cambridge IGCSE assessment is conducted in accordance with the examination schedule issued by Cambridge International. Speaking assessments and practical assessments, where applicable, are conducted as per the relevant subject requirements. The final externally assessed examinations are generally conducted in May/June.

Assessment Components

Assessment components vary according to the requirements of each IGCSE subject. These may include:

- Written examinations
- Oral assessments
- Coursework
- Practical assessments

Coursework, where applicable, is completed during the course under teacher supervision and assessed in accordance with the relevant Cambridge criteria. Samples may be moderated by Cambridge examiners.

Grading and Achievement

School-based IGCSE assessments are benchmarked using the SIS grading framework of **A* to E, followed by NA**, with grade thresholds used to establish standards of achievement.

Grade	Component Range	Overall Grade
A*	Not applicable	90–100
A	80–100	80–89
B	70–79	70–79
C	60–69	60–69
D	50–59	50–59
E	40–49	40–49
NA	0–39	0–39

For subjects offering Core and Extended levels, placement is determined in accordance with the school's academic processes and student performance. Students at SIS are generally entered for Extended level, with internal assessments at the end of IGCSE Year 1 contributing to decisions regarding Core or Extended placement.

Official Cambridge grades are awarded in accordance with the requirements, assessment components and grade thresholds applicable to each Cambridge IGCSE subject.

Recording of Assessment

All IGCSE assessment results are recorded systematically in the **School Management Software System**.

Assessment records provide evidence of student achievement and progress and are used by teachers to inform teaching, feedback and appropriate academic support.

Assessment evidence and relevant performance records are maintained in accordance with school procedures and applicable Cambridge requirements.

Feedback and Student Reflection

Feedback is an integral part of the assessment process. Teachers provide students with feedback that enables them to understand their performance, recognize strengths, identify areas for development and determine appropriate next steps.

Feedback is expected to be timely, specific, constructive, respectful and actionable. Students are encouraged to reflect on feedback and apply it to subsequent learning and assessment.

Following summative examinations, teachers conduct examination analysis and provide individual feedback to students. This enables students to understand their performance and identify areas requiring further improvement.

Reporting and Parent-Teacher Meetings

Assessment reporting at IGCSE is intended to provide students and parents with clear information regarding academic progress and achievement.

The reporting process includes:

Formative Assessment

Monthly Assessment → Monthly Assessment Report → Comment Report → PTM

Summative Assessment

Examination → Performance Report → Exam Analysis/Feedback → PTM

Parent-Teacher Meetings following assessments provide an opportunity for teachers, students and parents to discuss performance, areas for development and appropriate academic support.

Individual meetings may also be arranged, where required, to address specific student concerns.

Performance Reporting

Performance Reports provide a consolidated view of student achievement and progress. Reports may include:

- Subject-wise performance
- Assessment/component marks
- Grade status
- Teacher comments
- Suggestions for improvement
- Student submissions

- Attendance
- Class participation
- General conduct
- Subject-specific assessment objectives
- School grade boundaries

The Performance Report is used to support meaningful discussion of student learning and progress with students and parents.

Assessment Timeline

Assessment	Timeline
IGCSE Year 1 – Term End Examination 1	October/November
IGCSE Year 1 – Term End Examination 2	April
IGCSE Year 1 – Retest, where applicable	July
IGCSE Year 2 – Term End Examination 1	October/November
IGCSE Year 2 – Pre-board Examination 1	January
IGCSE Year 2 – Pre-board Examination 2	March
Final Speaking/Practical Assessments, where applicable	April
Final Cambridge IGCSE Examination	May/June

The assessment timeline may be subject to the examination schedule and requirements communicated by Cambridge International and the school.

Submission of Coursework and Assessment Tasks

Students are expected to complete and submit all assignments, coursework and other assessed work within the deadlines communicated by the school and subject teachers.

Where coursework forms part of an IGCSE subject, students are required to comply with the relevant Cambridge requirements relating to completion, supervision, submission and authenticity.

Assessment Support and Access Arrangements

SIS provides appropriate support and approved access arrangements for students who require adjustments to assessment conditions, in accordance with applicable school and Cambridge requirements.

Where required and approved, adjustments may include modified examination papers, additional time, reading or writing aids, communication or language support, or other permitted arrangements.

Assessment during Unforeseen Circumstances

Where a student is unable to participate in an assessment due to unforeseen circumstances, the school will consider the circumstances and determine appropriate action in accordance with school procedures and applicable Cambridge requirements.

Any alternative assessment arrangements will be communicated to the student and parents as appropriate.

Code of Conduct – Assessments

- Mobile phones and watches are not permitted in the examination hall.
- Stationery pouches must be completely transparent. All required stationery must be carried into the examination hall.
- Students must enter the examination hall at least 30 minutes before the examination. They cannot leave during the first 30 minutes or before the scheduled end time.
- Only plain water in a transparent, label-free bottle is permitted. No food or other beverages are allowed.
- All permitted items must be kept on the desk when in use or on the floor beside the desk. Nothing may be kept in the desk compartment.
- Students must wear the proper PE uniform and carry their I-card. Students without an I-card will not be permitted to appear for the examination.
- Parents may either arrange pick-up after the examination or allow students to remain in school to study for the next examination and use the regular end-of-day school buses.

DIPLOMA PROGRAMME

Student achievement is evaluated by conducting a varied range of assessments for all subjects on a regular basis throughout the academic year. They help to determine the extent to which students demonstrate desired learning outcomes. This informs the teachers if the student is achieving his/her capability. The varied learning styles of learners are addressed using teaching and learning strategies like extra support classes using different pedagogical tools.

There is an assessment framework with at least 1 formative / class test, which are scheduled week-wise for each subject group. We conduct two term end examinations in year one and two of the Diploma Programme. A mock examination in year two Diploma is conducted as per the discretion of the programme. This also includes formative assessments conducted for the IB Internal Assessments (IA).

Timely notifications regarding the same are sent to the students and parents either using an email or the school management software. The notification includes the syllabus to be assessed, the assessment criteria and all other relevant details. A constructive feedback, written and oral, is given within a stipulated time. Marks of the formative assessments are published by the respective subject teachers and the performance report is published to the parents and students a day before the Parent-Teacher meeting.

Assessment Timeline

Assessments	Timeline
DP1 Term End Examination 1	January
DP1 Term End Examination 2	April/May
DP2 Term End Examination 1	October/November
DP2 Final Term End Examination	March
Final IBDP Examination	April and May
Extended Essay	April of DP1 to January of DP2
Theory of Knowledge – Exhibition	DP1 February to May
Theory of Knowledge – Essay	DP2 September to January

Internal Assessments

Groups	Timeline
Group 1 – English Language and Literature Final (Individual Oral)	DP2 December
Group 2 – Language acquisition Final (Individual Oral Assessment)	DP2 January
Group 3 – Business Management, Psychology, Economics, ESS	DP2 December / January
Group 4 – Biology, ESS, Physics, Chemistry, Computer Science	January
Group 5 – Math AA and AI	DP2 March

Groups	Timeline
Group 6 – Theatre Arts and Visual Arts	Theatre Arts – IA – Production proposal DP2 January – Task 1 – September – Task 2 – December – Task 3 – March Visual Arts – Exhibition – March – Task 1 – January – Task 2 – November – Task 3 – December

Calculation of Grades

- The Term End examination / Mock examination grades are calculated as per the latest subject-specific IB grade boundaries.
- The class test grades are calculated based on the overall grade boundaries for that cohort.
- In case of a new component, school-based grade boundaries are prepared till the relevant IB grade boundaries are released. The predicted grades submitted to the universities are based on the Term examinations taken by the students along with teacher's discretion.
- The PGs are based on the whole body of the student's work as well as the teacher's closest estimate of the subject grade that the student will most likely receive from IB.
- Overall grading is based on the scale of 1–7.
- For TOK and EE, the predicted grades are based on the quality of the work produced by the students and the IB assessment criteria.
- All performance reports and scanned sample papers are retained as evidence used to predict grades.

Recording and Reporting the Assessment

The results of all the assessments including the Term End examinations are recorded in the School management software system.

Performance Reports

Detailed Performance Reports are generated and discussed with the parents. The performance reports include:

- Component marks
- Suggestions for improvement through teacher comments
- Class-wise grade status
- Student's submissions
- ATL Skills
- Learner Profile
- Attendance
- Class Participation
- General conduct
- Subject-specific assessment objectives
- Table of school grade boundaries

Feedback

At Symbiosis International School, feedback is integral to assessment and learning in the IB Diploma Programme. Feedback is intended not merely to communicate achievement or a grade, but to help students understand their current level of learning, recognize strengths and areas for development, and identify clear next steps for improvement. It is timely, specific, constructive, respectful and actionable, and is aligned with the relevant IB subject objectives, assessment criteria and learning outcomes.

Feedback is provided through a range of formative and summative assessment opportunities, including class tests, assignments, practical work, investigations, presentations, examinations, Internal Assessments, the Extended Essay and Theory of Knowledge. Teachers use assessment evidence to identify misconceptions, gaps in knowledge, conceptual understanding and skill development, and to adjust teaching, scaffolding and learning experiences accordingly. Students are expected to engage actively with feedback, reflect on their performance and apply the guidance provided to subsequent learning and assessment tasks. Feedback should enable students to determine what they need to do next and how they can improve the quality of their work. Following formative assessments, students are provided opportunities, where appropriate, to act on feedback through correction, practice, redrafting or further application. Students are encouraged to use assessment criteria, descriptors, exemplars and teacher guidance to monitor their progress and develop increasing independence as learners.

For Internal Assessments, the Extended Essay and Theory of Knowledge, feedback and teacher guidance are provided within the boundaries established by IB requirements. Teachers support students in understanding assessment expectations, interpreting criteria and developing their work while maintaining the authenticity and independence of student submissions. Feedback will not compromise the requirement that assessed work represents the student's own thinking and work and complies with the school's Academic Integrity Policy and relevant IB requirements. SIS teachers work with students throughout the IA and EE processes to support authenticity and appropriate academic practice.

Following Term End Examinations, one-on-one verbal feedback is given to the students. Parent-teacher-student meetings are kept after the exams to help students identify areas for improvement and establish appropriate next steps. Parents are provided with opportunities to discuss student progress through these meetings and, where required, individual meetings to address specific concerns.

Through this continuous cycle of assessment and feedback, SIS aims to develop IB Diploma Programme students as reflective, self-directed, responsible and lifelong learners.

Timeline of Reporting

Assessment	Timeline
DP1 Forum – consolidated Class test Report	October
DP1 PTM	January
DP1 TEE PTM	May
DP2 TEE PTM	November
DP2 Final TEE PTM	March

** Parents are called for one-on-one meetings as per the need to address student concerns during the year, over and above the parent-teacher meetings.*

Submission and Assignment Policy

The submission and assignment policy of the school demands timely submissions, following the deadlines specified for all assignments. The submission deadlines for the Internal Assessments and External Assessments are specified in the school calendar and/or intimated by the subject teachers at the beginning of the year to the students and the parents. The deadlines are also reiterated from time to time during the academic year.

Diploma Programme (DP): Standardisation and Moderation Policy

Aim

The aim of Symbiosis International School (SIS)'s internal standardisation and moderation processes is to ensure that assessment practices are consistent, fair, reliable and aligned with IB assessment requirements. These processes provide teachers with structured opportunities to develop a shared understanding of assessment criteria, marking expectations and achievement standards, while ensuring that student work is assessed consistently across classes and teachers.

Objectives

The processes are designed to:

- Develop a shared and consistent understanding of IB assessment criteria and assessment expectations among teachers.
- Ensure that command terms, assessment criteria and marking expectations are interpreted consistently within each subject.
- Establish a common understanding of how marks are awarded based on the assessment criteria.
- Ensure consistency and reliability in teachers' assessment judgements across classes and assessment tasks.
- Identify and address variations in the interpretation or application of assessment criteria.
- Provide opportunities for teachers to collaboratively review and discuss student work representing a range of achievement levels.
- Maintain clear documentation and evidence of standardisation and moderation activities.
- Ensure that assessment practices remain aligned with IB requirements and SIS assessment policies.

Standardisation Process

SIS has an established process for standardisation within each subject. Teachers collaboratively review and standardise question papers, command terms, assessment criteria and marking expectations to develop a common understanding of IB assessment requirements.

As part of this process, teachers discuss the interpretation and application of assessment criteria and agree on how marks should be awarded. This ensures that teachers use the same interpretation of the criteria when making assessment judgements and that marks are awarded consistently across different classes and assessment tasks.

Teachers also review samples of student work and discuss how the assessment criteria have been applied. These professional discussions support a shared understanding of achievement standards and help ensure consistency in assessment decisions. The HOD facilitates the standardisation process within the subject, while the DPC provides programme-level oversight and ensures that the process is implemented consistently and remains aligned with IB expectations. Records of standardisation meetings, discussions and agreed outcomes are maintained as evidence of the process.

Internal Moderation Process

Internal moderation is undertaken at SIS to ensure consistency and accuracy in assessment judgements across teachers and classes. Samples of student work representing a range of achievement levels, including high-, middle- and low-achieving samples, are selected for moderation.

The HOD oversees the moderation process within the subject. Teachers review the selected samples against the relevant IB assessment criteria and compare assessment judgements to identify any differences in the application of the criteria. Where differences are identified, teachers engage in professional discussion, refer to the assessment criteria and supporting guidance, and reach an agreed judgement.

Where necessary, marks are adjusted to ensure that the assessment criteria have been applied consistently. The moderation process therefore provides an opportunity to verify assessment judgements, strengthen consistency across the subject team and ensure that student achievement is assessed fairly and reliably.

The DPC provides programme-level oversight of the moderation process across subjects and supports HODs in ensuring that moderation is implemented consistently and in accordance with IB requirements. The outcomes of moderation, including agreed adjustments where applicable, are documented and retained as part of the school's assessment records.

Documentation and Monitoring

Standardisation and moderation activities are documented through appropriate departmental records, including meeting records, samples of student work, agreed marking decisions and evidence of any adjustments made following moderation. The implementation of these processes is monitored by HODs at subject level and by the DPC at programme level. This provides a clear line of accountability and ensures that standardisation and moderation remain an integral part of SIS's assessment practice.

Conclusion

SIS's established standardisation and moderation processes provide a structured framework for ensuring consistency, fairness and reliability in assessment. Through collaborative professional dialogue, review of assessment criteria and question papers, and moderation of student work across a range of achievement levels, teachers develop a shared understanding of assessment standards and apply these consistently. The involvement of HODs and the DPC provides clear subject-level and programme-level oversight, supporting the continued alignment of assessment practices with IB expectations and SIS's commitment to high-quality assessment.

AI in Assessment

All the assessments, whether internally or externally assessed, that are submitted to the IB are checked using the Turnitin software, to ensure there is no plagiarism in the work submitted to IB. The Turnitin tolerance level for similarity index is between 0–5% and the AI report should indicate less than 20%. The Internal Assessments in all subjects, Extended Essays, Theory of Knowledge Essay, English Higher Level Essays follow the Chicago Manual Citation and referencing method – 17th Edition Author-Date in-text citation style. All AI-derived text, images, or graphs used in academic work must be explicitly credited, both within the text and in the bibliography, following Chicago Manual 17th edition citation style. We adhere to all the IB guidelines referring to the usage of AI.

STAKEHOLDERS' RIGHTS AND RESPONSIBILITIES

1. Students

Rights

Students have the right to:

- Understand the purpose of each assessment and how it relates to their learning.
- Receive clear information about learning objectives, assessment criteria, success criteria, expectations and deadlines.
- Experience assessment practices that are fair, transparent, valid, reliable, inclusive and appropriate to their stage of learning.
- Demonstrate their learning through a range of appropriate assessment methods and modes.
- Receive timely, specific, constructive and actionable feedback on their learning.
- Have opportunities to reflect on feedback and improve their work.
- Participate in self-assessment, peer assessment and co-assessment where appropriate.
- Receive appropriate differentiation, scaffolding and approved access arrangements or reasonable adjustments where required.
- Seek clarification from teachers regarding assessment expectations, criteria or feedback.
- Have their assessment evidence and achievement recorded and reported accurately.
- Have their work treated with respect, confidentiality and professional integrity.
- Be supported in understanding and maintaining academic integrity.
- Receive information regarding assessment schedules, examination procedures and relevant programme requirements.

Responsibilities

Students are responsible for:

- Engaging actively and consistently in learning and assessment.
- Understanding and following assessment requirements, criteria and procedures.
- Completing and submitting assessments within the stipulated deadlines.
- Producing authentic and independent work and appropriately acknowledging the work of others.
- Demonstrating academic integrity in all forms of assessment.
- Using feedback and feedforward to improve their learning.
- Reflecting on their strengths, areas for development and next steps.
- Participating constructively in self-assessment and peer assessment.
- Seeking clarification or support when required.
- Taking increasing responsibility for their learning, organization and time management.
- Communicating their assessment-related learning or access needs to the appropriate teacher or school personnel.
- Following examination and assessment procedures and maintaining appropriate conduct during formal assessments.

2. Teachers / Facilitators

Rights

Teachers have the right to:

- Access appropriate curriculum, assessment and programme documentation.
- Receive adequate time and resources for assessment planning, implementation, moderation and standardization.
- Receive professional development related to assessment practices.
- Collaborate with colleagues in planning and reviewing assessment.
- Exercise professional judgment when evaluating student learning within the established assessment framework.
- Access appropriate physical, digital and technological resources required to conduct assessment.
- Receive relevant information about students' approved learning support and access arrangements.
- Seek guidance from Heads of Department, Programme Coordinators and school leadership on assessment-related matters.
- Have assessment-related decisions and professional judgments discussed through appropriate collaborative and moderation processes.

Responsibilities

Teachers are responsible for:

- Planning assessment in alignment with curriculum objectives, learning outcomes and relevant programme requirements.
- Designing meaningful, authentic, varied, inclusive and fit-for-purpose assessments.
- Clearly communicating assessment expectations, criteria, success criteria and deadlines.
- Providing a balanced range of formative, assessment-as-learning and summative opportunities.
- Using assessment evidence to identify strengths, gaps and misconceptions in student learning.
- Adjusting teaching, differentiation and scaffolding in response to assessment evidence.
- Providing timely, specific and constructive feedback and feedforward.
- Supporting students in reflection, self-assessment and peer assessment.
- Recording assessment evidence and achievement accurately and systematically.
- Applying assessment criteria and descriptors consistently.
- Maintaining academic integrity and ensuring the authenticity of student work.
- Implementing approved access arrangements and reasonable adjustments.
- Participating in standardization, moderation and collaborative assessment practices.
- Following all school, programme and external examination requirements.
- Maintaining appropriate security and confidentiality of assessment materials and student information.
- Using assessment information to inform future teaching, intervention and curriculum planning.
- Contributing to the review and improvement of the school's assessment practices.
- Performing all duties and responsibilities related to the examinations. Invigilators should remain vigilant throughout the examination to ensure no academic misconduct takes place.
- Establishing and managing a culture of academic honesty.

- Using the Turnitin software to check the authenticity of the student's work. They should also work with candidates as they write their IA and EE to check the authenticity of the work – and get the authenticity letter duly signed by the student as well as the facilitator.

3. Heads of Department / Subject Group Leaders

Rights

Heads of Department / Subject Group Leaders have the right to:

- Access appropriate assessment, curriculum and programme documentation.
- Conduct collaborative meetings for assessment planning and review.
- Request appropriate physical, digital and human resources required for assessment.
- Access relevant assessment data and samples of student work for standardization and moderation.
- Provide guidance to teachers on assessment design and implementation.
- Participate in and facilitate professional development related to assessment.
- Collaborate with Programme Coordinators and school leadership on assessment-related decisions.

Responsibilities

Heads of Department / Subject Group Leaders are responsible for:

- Leading collaborative planning of assessment within their departments or subject groups.
- Ensuring assessment design reflects subject-specific objectives and programme requirements.
- Supporting teachers in selecting appropriate assessment strategies, tools and methodologies.
- Reviewing and proofreading assessment materials for accuracy, clarity and alignment.
- Ensuring that formative and summative assessments are conducted according to agreed schedules.
- Facilitating standardization and moderation within subject groups.
- Supporting consistency in the interpretation and application of assessment criteria and descriptors.
- Reviewing samples of student work to support reliable and consistent assessment judgments.
- Monitoring assessment practices and identifying areas requiring development.
- Supporting teachers in analysing assessment evidence and planning appropriate interventions.
- Ensuring vertical and horizontal alignment of assessment practices where applicable.
- Communicating resource requirements to Programme Coordinators and school leadership.
- Supporting the implementation and review of the SIS Assessment Policy.

4. Programme Coordinators

Rights

Programme Coordinators have the right to:

- Access relevant assessment records, plans, samples and documentation necessary to monitor programme implementation.
- Collaborate with teachers, Heads of Department and school leadership on assessment matters.
- Request appropriate resources and support for programme assessment requirements.
- Require compliance with relevant IB, Cambridge and school assessment procedures.
- Facilitate standardization and moderation processes.
- Recommend professional development related to programme assessment.

- Communicate with students, parents and staff regarding programme-specific assessment matters.
- Seek appropriate support from school leadership for the implementation of assessment requirements.

Responsibilities

Programme Coordinators are responsible for:

- Ensuring that assessment practices within the programme are aligned with the programme's philosophy, requirements and school policy.
- Monitoring the implementation of the SIS Assessment Policy.
- Coordinating programme-specific assessment schedules and requirements.
- Supporting teachers in understanding and implementing assessment requirements.
- Facilitating standardization and moderation.
- Monitoring consistency, fairness, validity and reliability of assessment practices.
- Supporting accurate recording and reporting of student achievement.
- Providing guidance and professional development related to programme assessment.
- Coordinating approved access arrangements and accommodations where required.
- Ensuring compliance with external programme and examination requirements.
- Coordinating formal submissions, examinations and other programme-specific assessment requirements.
- Supporting the implementation of academic integrity procedures.
- Facilitating communication among students, parents, teachers and school leadership.
- Collaborating with other Programme Coordinators to ensure continuity and coherence across programmes.
- Contributing to the review, evaluation and development of the school Assessment Policy.
- Ensuring examination papers are kept in a locked safe in a locked room to prevent any unauthorized access. Examination paper packages must be opened in front of all candidates so they can see they have been kept securely.
- Supporting spot checks on the processes. The IB places great responsibility for preventing maladministration in the hands of the heads of schools and programme coordinators, who are able to ensure high standards are maintained on a daily basis.

5. Parents / Families

Rights

Parents / Families have the right to:

- Access the SIS Assessment Policy and relevant programme assessment information.
- Receive clear information regarding assessment expectations, schedules and reporting.
- Receive regular information about their child's learning, progress and achievement.
- Receive meaningful feedback regarding their child's strengths and areas for development.
- Attend Parent-Teacher Meetings and other appropriate opportunities to discuss their child's progress.
- Communicate openly with teachers, Programme Coordinators and school leadership regarding assessment matters.
- Seek clarification regarding assessment procedures, reporting and their child's progress.
- Be informed of relevant assessment accommodations and procedures applicable to their child.
- Receive appropriate responses to assessment-related concerns or queries.
- Access information about relevant school policies and programme requirements.

Responsibilities

Parents / Families are responsible for:

- Supporting students in developing effective organization, time-management and study habits.
- Providing appropriate support for the completion of assessments without compromising the authenticity or independence of student work.
- Encouraging academic honesty and integrity.
- Encouraging students to respond constructively to feedback.
- Monitoring their child's progress through school communication and reporting systems.
- Attending meetings and engaging constructively with teachers and the school.
- Maintaining open communication with the school regarding assessment-related concerns.
- Communicating relevant learning, access or accommodation needs to the school.
- Completing required procedures and providing relevant documentation where access arrangements are required.
- Supporting a balanced and positive approach to assessment that focuses on learning, growth and progress rather than comparison with others.

6. School Leadership / Administrators

Rights

School Leadership / Administrators have the right to:

- Require compliance with school, programme and external assessment regulations.
- Ensure that appropriate assessment and examination procedures are followed.
- Require all stakeholders to adhere to academic integrity and assessment procedures.
- Enforce examination-related rules and procedures where applicable.
- Request accurate and timely assessment information from relevant personnel.
- Allocate and manage assessment-related resources and budgets.
- Require participation in assessment planning, standardization and professional development activities.
- Take appropriate action in cases of assessment malpractice or examination misconduct in accordance with applicable policies and regulations.

Responsibilities

School Leadership / Administrators are responsible for:

- Ensuring that the SIS Assessment Policy is implemented, accessible and communicated to the school community.
- Ensuring compliance with relevant IB, Cambridge and school assessment requirements.
- Providing adequate physical, digital, technological and human resources for assessment.
- Providing appropriate examination facilities, equipment, secure storage and trained personnel where required.
- Ensuring the secure and appropriate conduct of formal examinations and assessments.
- Providing professional development opportunities for teachers and relevant staff.
- Providing sufficient time for vertical and horizontal collaborative assessment planning.
- Ensuring that assessment-related expectations, procedures and approved adaptations are communicated to the school community.

- Supporting Programme Coordinators and Heads of Department in implementing assessment requirements.
- Ensuring appropriate procedures for formal examination registration and submission of external assessment components.
- Supporting appropriate access arrangements and accommodations for eligible students.
- Ensuring the confidentiality and security of assessment materials and student information.
- Supporting appropriate procedures relating to malpractice, academic integrity, results, enquiries and retakes where applicable.
- Communicating assessment outcomes and relevant developments to appropriate stakeholders.
- Providing adequate support and resources for programme-specific assessment requirements.
- Facilitating the regular review and continuous improvement of assessment practices.

7. Librarian / Learning Resource Personnel

Rights

The Librarian / Learning Resource Personnel have the right to:

- Access relevant information regarding assessment requirements and research expectations.
- Request appropriate resources and systems to support student and teacher assessment needs.
- Maintain an appropriate environment for study, research and formal assessment activities.
- Require students and staff to follow library procedures, particularly during examination periods.
- Collaborate with teachers and Programme Coordinators to identify and provide appropriate assessment-related resources.

Responsibilities

The Librarian / Learning Resource Personnel are responsible for:

- Providing appropriate physical and digital resources to support teaching, learning and assessment.
- Organizing, cataloguing and making relevant assessment resources available.
- Providing access to past examination papers and other appropriate assessment resources where permitted.
- Supporting students in developing research and information-literacy skills.
- Guiding students in locating, evaluating, using and acknowledging appropriate sources.
- Supporting students undertaking research-based assessments, including Internal Assessments and Extended Essays where applicable.
- Providing information about relevant databases, digital tools and research resources.
- Maintaining an appropriate environment conducive to study and assessment.
- Supporting teachers in identifying resources that enhance assessment and learning.

8. Shared Rights and Responsibilities of the SIS Community

Shared Rights

All members of the SIS community have the right to:

- Experience assessment that is fair, inclusive, transparent and respectful.
- Access clear information about assessment expectations and procedures.
- Be treated with dignity and respect throughout the assessment process.
- Have assessment decisions made using appropriate evidence and established criteria.
- Access appropriate support, resources and approved accommodations.
- Participate in constructive dialogue regarding assessment and learning.
- Have assessment information handled responsibly and confidentially.

Shared Responsibilities

All members of the SIS community are responsible for:

- Upholding the principles of fairness, integrity, respect and inclusion.
- Supporting a positive culture of learning and assessment.
- Maintaining academic integrity and authenticity.
- Respecting assessment procedures, deadlines and confidentiality requirements.
- Communicating openly and constructively about assessment-related matters.
- Using assessment evidence responsibly to improve learning and teaching.
- Supporting student agency, reflection and continuous improvement.
- Contributing to standardization, consistency and reliability in assessment practices.
- Ensuring that assessment remains focused on meaningful learning and student development.
- Contributing to the ongoing review and improvement of assessment practices and the SIS Assessment Policy.
- Supporting the development of independent, reflective, responsible and lifelong learners.

LINKS TO POLICIES

Link to Academic Integrity Policy

Learners adhere to all the requirements of the Academic Integrity Policy while completing their assessments at school and also for the IB/CIE coursework. They are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. The Programme Coordinators and teachers ensure that the work submitted for assessment (audio-visual material, texts, graphs, images, data published in print or electronic sources, etc.) is authentic, based on the student's individual and original ideas and the ideas and work of others are fully acknowledged. The academic referencing style used by the school for this purpose is Chicago Manual Style 17 ed. Assessment tasks that require teachers to provide guidance, e.g. internal assessments, are completed in full compliance with the guidelines provided by the IB. Authenticity of the student work is checked using Turnitin software and teachers' judgement.

Link to Inclusion Policy

At SIS we recognize that assessment should be accessible in terms of design, content and medium to give every student the opportunity to succeed. It should also allow for differentiated assessment with different entry and exit points and be flexible. Teachers use differentiated assessments using modified tests or other aids where required and necessary. Feedback/reflection on students' progress and needs is shared either during PTMs, and in the Department meetings.

In PYP, students with learning difficulties are referred to the remedial teachers in the Pastoral care or SEN department. Such students are taught in a one-on-one set up or in small groups and feedback is given to the parents bimonthly and annually with regard to progress of the child. For all students undergoing remediation, reporting and updating is done regularly to the SEN Coordinator.

The students with Special Needs in the MYP are provided with meaningful connections and differentiated Small Group Instructions. Reasonable adjustments are also made in the presentation of the test or method of response. Reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, where necessary.

In IGCSE & DP, in addition to differentiation strategies in teaching and learning, students with special needs are also supported through special arrangements for assessment if necessary. The IB publication, Candidates with Special Assessment Needs, is referred to provide support for Diploma programme completion. The Programme Coordinators submit to the CIE/IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

The school, in partnership with parents, ensures that students who need adjustments to examination conditions are provided the necessary support after gaining approval from the CIE/IB. This can include the following:

- Access to modified exam papers
- Access to additional time
- Access to reading and writing aids
- Access to speech and communication/language aids
- Extension of deadlines or exemptions from assessments

Teachers will use differentiated assessments using modified tests or other aids where required and necessary. In the classroom settings, different learning engagements will be employed whether in the content, process and product which are reflected in the students' worksheets, manipulatives used, online resources, tasks, and other hands-on material.

At SIS we recognize that assessment should:

- be accessible in terms of design, content and medium to give every student the opportunity to succeed.
- be ongoing, diverse and relevant to the learner.
- actively inform and involve learners and be focused on learner progress.
- allow for differentiated assessment with different entry and exit points.
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves.
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure.
- be explicit so that the purposes and outcomes of the assessment process are understood by all.
- measure both product and process.

Link with the Language Policy

1. The language used for assessments is the language of instruction (English) for all subjects. However, assessments for second language courses are set in the respective language – French, Spanish, German, Hindi & Marathi. Diagnostic tests for English and Entrance tests are conducted for French B and Spanish B.
2. In order to support students in the fulfilment of the assessment objectives, teaching-learning is done using a multilingual approach. A range of languages (including home language) is used to facilitate understanding.
3. Differentiation in assessment is taken care of depending upon language proficiency – especially for Language A and Second language. Scaffolding is provided to help learners fulfil assessment objectives. Tasks are simplified by modifying the use of language.
4. To facilitate comprehension and thus achieve assessment goals, formative assessment data is used to shape, refine and modify instruction.
5. A range of assessments is used to facilitate multiliteracies, and to reinforce skills taught in language classes (oral presentations, visual representation, podcasts, videos, digital tools).
6. Assessments are designed to cater to various learning needs (e.g. quizzes, group discussions, presentations, etc.), and to provide a platform to demonstrate language proficiency.
7. Rubrics are simplified based on assessment criteria to ensure clarity while preparing for the task. IB assessment criteria are taken and simplified grade-wise. In MYP & PYP, the criterion remains the same in respective programmes and subjects; however, strands will be simplified and modified grade-wise.
8. Recording and reporting of assessments is done in the medium of instruction – English. If required, teachers resort to students' home language for RTE students during PTMs.

Link with the Admission Policy

The SIS Assessment Policy is closely connected to the school's Admission Policy, as information gathered during the admission process helps the school understand each learner's academic background, previous learning experiences, language profile and any additional learning needs. This enables teachers and Programme Coordinators to plan appropriate teaching, assessment, differentiation and support from the beginning of the student's learning journey at SIS. Assessment practices subsequently provide ongoing evidence of student progress and help the school ensure that learners continue to receive appropriate academic guidance and support. In case of students who have studied the foreign language in MYP (till MYP 3) and are still a phase one learner, then based on the entrance test and subject teacher's discretion, the student may be offered ab initio level (case to case basis).

Developing the Learner Profile through Assessment

The IB Learner Profiles form the basis of developing a variety of assessment tools that allow teachers to identify and analyse the different learning styles, beliefs, attitudes and learning abilities of individual learners in a cohort. The learner profiles are transparent in the classroom and evident in the general language of the school. Facilitators ensure that assessments are designed in a manner that helps students demonstrate their knowledge of the subject appropriately and facilitate the exposition of their communicative, cognitive, affective, and reflective skills while maintaining their academic integrity.

International-Mindedness in Assessment

The school fosters the culture of International-Mindedness through its assessment practices. Facilitators recognize the fact that students come from varied cultural and regional backgrounds and hence are committed towards using assessment tools that showcase the diversity and give opportunity to students to not only acknowledge and analyze regional issues but also issues that are pertinent in the global context. Students are encouraged to take up assessments in the form of discussions, debates, presentations, and case studies that touch upon international issues of the global community while showing sensitivity towards the same.

Assessment during Unforeseen Circumstances

Online assessments can be conducted on platforms like Microsoft Teams, Google Meet, Zoom under proper invigilation so as to ensure that academic integrity is maintained.

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